DOCUMENT RESUME

ED 259 993 SO 016 712

AUTHOR Ruckstuhl, Mary; Hulme, Marylin A., Ed.
TITLE Family Life Education. Resource Units for Seventh and Eighth Grades.
INSTITUTION Rutgers, The State Univ., New Brunswick, NJ. Consortium for Educational Equity.
SPONS AGENCY Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE 84
NOTE 127p.
AVAILABLE FROM Consortium for Education Equity, Rutgers University, Kilmer Campus 4090, New Brunswick, New Jersey 08903 ($10.00; 10% quantity discount).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Controversial Issues (Course Content); Course Content; Curriculum Design; *Family Life Education; Females; Grade 7; Grade 8; Males; Secondary Education; Sex Differences; *Sex Education; Sex Fairness; Sex Stereotypes; Sexuality; *Teaching Guides; Values; Values Clarification; *Values Education

ABSTRACT

Designed for teachers and school districts wishing to include family life education in the curriculum, this teaching guide presents a program for seventh and eighth graders which includes material on biological development, emotional issues, values, and sex fairness. The guide begins with an introduction dealing with the need for such programs, the general concepts covered, and the subject matter concepts to be included. A course outline, behavioral objectives, and suggested learning activities are provided for the physical, mental, social, and philosophical areas of the course. Extensive appendices include the following: forced choice strategy, fish bowl techniques, a brainstorming technique and free association wheel, Maslow's hierarchy of needs, a household survey, femininity and masculinity inventory, "Anything You Can Do--I Can Do" exercise, values clarification ideas, a force-field analysis, family activities, "Our Parents' Sex-Role Commandments" exercise, a decision-making process, choosing one's beliefs and behaviors, a group art project, "What Vehicle Am I?" exercise, "Maslow's 15 characteristics of the self-actualized person, a "How Do I Rate?" scale, a word search sample, a dilemma strategy, acting out and expressing emotions exercises, a voting exercise, an "About Me" sentence exercise, a dating customs survey, rules of the game, tips for role playing, discussion questions for socio-drama, and a community building exercise. Also included are a bibliography, a listing of audiovisual materials, and a discussion of student evaluation. (IS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED259993

FAMILY LIFE EDUCATION

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Marylin A. Hulme

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP016 712

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
CONSORTIUM FOR EDUCATIONAL EQUITY

FAMILY LIFE EDUCATION

RESOURCE UNITS FOR SEVENTH AND EIGHTH GRADES

MARY RUCKSTUHL, ED.M., CURRICULUM DEVELOPER

SCHOOL OF APPLIED HEALTH SCIENCE
RUTGERS UNIVERSITY

MARYLIN A. HULME, EDITOR

CONSORTIUM FOR EDUCATIONAL EQUITY
RUTGERS UNIVERSITY

CONSORTIUM FOR EDUCATIONAL EQUITY
RUTGERS UNIVERSITY
1984

COPIES AVAILABLE FROM:

CONSORTIUM FOR EDUCATION EQUITY
RUTGERS UNIVERSITY, KILMER CAMPUS 4090
NEW BRUNSWICK, NEW JERSEY 08903
(201) 932-2071

REBECCA L. LUBETKIN, DIRECTOR
MARYLIN A. HULME, REGIONAL MATERIALS COORDINATOR & EDITOR
BARA S. ROSENHECK, REGIONAL TRAINING COORDINATOR
ARLENE S. CHASEK, PROJECT SPECIALIST

This project was originally funded by a grant from the U.S. Department of Education, Women's Educational Equity Act Program, and produced under a Title IV grant. The opinions expressed herein do not necessarily reflect the position or the policy of the U.S. Department of Education, and no official endorsement should be inferred.

COPYRIGHT 1984, RUTGERS - THE STATE UNIVERSITY OF NEW JERSEY

ACKNOWLEDGEMENTS

This unit was originally part of a project funded by the U.S. Department of Education, Women's Educational Equity Act Program at the Training Institute for Sex Desegregation, Douglass College, Rutgers University. The project staff were:

Eileen Elliott, Project Director
Carolyn Gibson, Curriculum Development Specialist
Cheryl Greenberg, Office Staff
Mark Freedman, Evaluator/Field Coordinator
Donna Grey, Field Coordinator
Shawn Gilford, Assistant Evaluator
Paula Kassell, Editor

This unit was originally developed by Mary Ruckstuhl, School of Applied Health Science, Rutgers University and field-tested at the Orange Avenue School, Cranford, New Jersey. Many thanks for their cooperation and for field-testing in their school to:

Fritz Brown, Principal
Renee Dorfman, Department Supervisor
Paul Brown, Physical Educator/Health Teacher
Judith Schutzer, Physical Educator
Raymond Ward, Physical Educator
Jean Zulauf, Nurse/Health Teacher

We also thank our reviewers who took the time to critique the manuscript and give input:

Patricia Daly, Affirmative Action Officer, New Brunswick School District
Bobbie Fuller, M.A., Quibbletown Middle School, Piscataway School District
Barbara A. Kaplan, M.A., Edison School District

Discrimination prohibited: No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

****

CONTENTS

Introduction		1
General Concept		3
Subject Matter Concepts		4
7th Grade Unit -	Physical	6
	Mental	8
	Social	10
	Philosophical	18
8th Grade Unit -	Physical	19
	Mental	22
	Social	25
	Philosophical	34
Appendices		37
Bibliography		79
Audiovisual Materials		83
Evaluation		87

APPENDICES

Activities which may need to be reproduced for classroom use are generally on a single page for easy handling.

A. Forced Choice Strategy
B. Fish Bowl Technique
C. Brainstorming Technique & Free Association Wheel
D. Maslow's Hierarchy of Needs
E. Household Survey
F. Femininity & Masculinity
G. Anything You can Do - I Can Do
H. Values Clarification Ideas
J. Force-Field Analysis
K. Family Activities
L. Our Parents' Sex-Role Commandments
M. Decision Charting
N. Decision-Making Process
O. Choosing One's Beliefs and Behaviors
P. Meaningful Experience
Q. Group Art Project
R. Assets and Liabilities
S. What Vehicle Am I?
T. Maslow's Fifteen Characteristics of the Self-Actualized Person
U. How Do I Rate?
V. Improving Qualities
W. Word Search Sample
X. Dilemma Strategy
Y. Acting Out Emotions
Z. Expressing Emotions

AA. Ice Breaker
BB. Voting Exercise
CC. About Me
DD. IALAC Story
EE. Dating Customs Survey
FF. Rules of the Game
GG. Tips for Role Playing
HH. Role Play Method
JJ. Discussion Questions for Socio-Drama
KK. Socio-Drama Evaluation Form
LL. Community Building
MM. Synopsis of Baby X

Evaluation
Bibliography
Audiovisual Materials

INTRODUCTION

Health, when seen as a quality of life, is a function of several fitnesses - physical, mental (intellectual), emotional, social and philosophical. All these fitnesses are interdependent and complementary to each other while at the same time expressing unique dimensions of health.

Human sexuality as a quality of life is similar to total health in that the physical aspects determine sexual responsiveness and sexual functioning, the mental/emotional factors are important for optimal sexual fulfillment and the social and philosophical components affect the individual's sexual behavior. There is, as in total health, great interrelatedness and interdependency. Factors that affect health affect sexuality and how one perceives oneself as a sexual being, how one relates to others sexually, and how one eventually may self-actualize.

Dr. Lester A. Kirkendall, a noted authority and pioneer in sex education, says: "The purpose of sex education is not primarily to control and suppress sex expression, as in the past, but to indicate the immense possibilities for human fulfillment that human sexuality offers."[1] Human fulfillment further relates to becoming more sensitive to one's needs, the needs of others, and to society as a whole.

Scientific studies and clinical observations confirm that sexual adjustment is positively correlated with well-timed, continuous, accurate sex information presented in an appropriate manner. Studies have shown that adequate sex education and/or family life education encourages sexually responsible behavior, <u>not promiscuity</u>.

An exemplary curriculum needs ample amounts of cognitive information that can be disseminated to the learners. However, in order to integrate this information into one's personal life style, it is imperative that students have an opportunity to explore feelings, attitudes, values, behaviors and ideas and have individual as well as group learning experiences in order to develop a greater depth of awareness of "self" as a sexual person. Most individuals feel much more in control of their lives when they are self-aware. Taking responsibility and being able to make decisions make it necessary to rely on oneself and one's values; those values are an important part of expressing one's sexuality.

The following resource units for seventh and eighth grades are offered as suggestions and ideas. These units would fit appropriately into a K-12 family life education program or a health education curriculum guide, and are readily adaptable by the teacher to meet the particular needs of the students. The teacher in each community must decide what will be most effective and appropriate in their individual classrooms. Restructuring outdated curricula to meet the wishes of the community and the requirements of state family life education guidelines presents a challenge to the imaginative and innovative facilitator.

Each school district has unique features, communities across the nation vary vastly and so do the needs and interests of students. Concerns of parents are not necessarily the same as those of their children. Parents are more likely to be concerned about delivering messages that deal with "don't's" and "should's" while students are more likely to be concerned with, "why," "how," "may I," and "what if." Students in today's society are anxious for factual accurate, unbiased information.

Conflicting messages lead to confusion making it necessary for the facilitator to be the negotiator. Enough supportive information needs to be disseminated to students to prepare them to be receptive and empathetic to their parents' point of view. By assisting students to recognize the need for dialogue with their parents, other respected adults or significant others in their lives, the teacher brings the family, school and community closer together. There is no single perfect family life education program which will meet the needs of all school districts. The information shared in this model curriculum represents concepts and ideas that may enrich present curricula or inspire the formation of other programs.

Because family life education is a responsibility to be shared by the home, church and school, it is imperative that representatives from these areas within the communities share ideas. Consideration should be given to appointing an advisory committee, that has been reviewed and accepted by the Board of Education, and the superintendent. In New Jersey, the Family Life Education Curriculum Guidelines mandate the formation of such a committee; suggestions for the composition of the committee and its goals are included in the booklets available from the New Jersey Department of Education. As many segments as possible of the community should be represented to gain community support, to offer suggestions, to have the need for the program understood and to be able to see the program implemented with a minimum of objections from the community. Planning and implementing cooperatively will result in the attainment of the general concepts and objectives of family life education.

In addition, the Guidelines require four areas to be considered when developing any health curriculum for family life education. They are:

I Human Growth & Development
II Understanding Self
III Interpersonal Relationships
IV Responsible Personal Behavior

Comprehensive health education curriculum guides are needed at present that integrate human sexuality/family life education into the total health curriculum. The body can then be studied as a whole entity. Most aspects of human sexuality are learned behaviors and, therefore, need to be "educated for." By presenting an integrated, interdisciplinary approach, we can assist individuals to understand themselves as loving, caring sexual beings who recognize that sexuality involves the total personality.

---

1. Kirkendall, Lester. Sex education. New York, SIECUS, 1965. (SIECUS Study Guide #1.)

GENERAL CONCEPTS

Education in human sexuality and family life education involves feelings, thoughts and actions and is the study of gender identity, gender roles and responsibilities, and sexual decision-making as well as the physical, mental (intellectual), emotional, social and philosophical aspects of expressing humanness. As Thomas Driver said, "Sex is what you are born with; sexuality is who you are."[1]

The way in which we direct our sexuality and adjust to our ever-changing sex roles in today's society directly relates to our potential for reaching self-actualization.

---

1. Morrison, Eleanor S. and Vera Borsage. Human sexuality: contemporary perspectives. Palo Alto, National Press Books, 1973.

SUBJECT MATTER CONCEPTS

PHYSICAL CONCEPTS

1. Life comes from life; all living organisms reproduce themselves.
2. Growth and development are somewhat predictable, but each person is unique and will develop at an individual rate.
3. Living things grow, mature and eventually die.
4. Secretions from the endocrine glands effect physical, social and emotional/mental changes in the individual.
5. There are many similarities and differences between the human male and female.
6. Heredity as well as environment affect human sexuality.
7. The human reproductive process is highly complex, but must be understood in order to comprehend other aspects of human sexuality.
8. Family planning is planning for life goals.

MENTAL (INTELLECTUAL)/EMOTIONAL CONCEPTS

1. All human beings have similar basic needs and wants.
2. Knowing oneself is paramount to knowing others.
3. Personality development is multi-faceted and grows and continues throughout one's life.
4. Responsible behavior tends to increase trust between people and enhance self-respect and mutual respect.
5. Sexual expressions are natural normal functions of all individuals.
6. Mental capacity is necessary to learn sexual behavior.
7. Developing positive self-images and feelings of worthwhileness is essential for enhancing one's sexuality.

SOCIAL CONCEPTS

1. Families as basic units of society have certain characteristics, similarities and differences.

2. Individuals are influenced by their families and they, in turn, influence the family.

3. Various family life styles affect one's sexual experiences.

4. Boy/girl relationships can help to establish criteria for selecting life partners.

5. Many relationships are nonsexual in nature.

6. Mature love is more than being physically attracted to another.

7. Gender role identity is influenced by many factors.

8. Problem-solving technique involves the use of sound judgment in making decisions.

9. Nonmarital pregnancies present dilemmas for adolescents and their families.

PHILOSOPHICAL CONCEPTS

1. Attitudes, values and beliefs affect sexual behavior.

2. Establishing and affirming values can determine the choices people make in living their lives.

3. One's feelings about their sexuality may affect their career choice.

4. The valuing process affects and is affected by society and involves feelings, thoughts and behavior which gives purpose to life.

5. Striving to reach one's potential in sound, positive ways promotes the possibility for self-actualization.

7TH GRADE

PHYSICAL ASPECTS

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	The student shall be given the opportunity to:	
	Cognitive	
I. Gender Role Development A. Physical aspects 1. Beginnings a. Characteristics b. Different forms c. Types 2. Human life a. Uniqueness b. Heredity c. Similarities and differences 3. Human growth and development a. Gender role development 1. Childhood 2. Puberty b. Functions of endocrine system c. Changes 1. Physical 2. Emotional 3. Social	1. Identify living from nonliving organisms.	1. Use a matching game of living and nonliving organism. Use pictures and opaque projector. Select teams to guess living from nonliving things.
	2. Distinguish between inherited and acquired characteristics.	2. Have class members bring in baby pictures; hold a contest to see who can recognize the person. -Have students compare themselves with their parents and grandparents; list the resemblances and differences.
	3. Describe how aspects of growth are influenced by one another and how all aspects are interdependent.	3. Using Brainstorming Technique (see Appendix C) and gather ideas from class about what they would like to know about the growing up process; rank by class voting and discuss. (Question box may be used as a variation.) -Have class bring in their birth weight/height. Compare to now. Discuss how they have changed and what they can do now that they could/not do then.
	4. Explain how the endocrine system causes many changes in the individual.	4. Discuss the causes for changes in physical appearance, voice, etc. -Invite a psychologist/school psychologist as a guest speaker to discuss

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	PHYSICAL ASPECTS	
d. Environmental influences 1. Family 2. Society 3. Media 4. Stereotyping		the relationship between common physical and emotional problems of adolescents. -Collect real pictures or magazine pictures of families. Guess the approximate ages. Discuss changes that have occurred since birth.
4. Human reproduction a. Male reproductive system b. Female reproductive system c. Conception d. Fertilization e. Fetal growth f. Birth	Action 1. Compare and contrast the structure and function of the male and female reproductive systems.	1. Use pretest or information survey (Matching or True/False) to obtain an idea of students' level of information. -Use Word Search (see Appendix W) or crossword puzzles to help learn new terminology. Use large jigsaw puzzles of human reproductive system (make from magazines or black and white diagrams). -Hold a group contest with each member contributing to a composite drawing of each reproductive system. Use newsprint and magic markers. Then compare to an accurate drawing from a chart or transparency.
	2. Explain the human reproductive system from conception to birth.	2. Use anatomy charts, films, film strips and diagrams dealing with intercourse, conception and human reproduction. (see Audiovisual List.) -Ask the school nurse to discuss development from conception to birth. -Provide an anonymous question box (one class a week, answer the questions).

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	MENTAL (Intellectual)/EMOTIONAL ASPECTS	
B. Mental/Emotional aspects 1. Personality development 2. Mental (intellectual) development 3. Understanding self/ others 4. Friendships 5. Peer groups 6. Qualities of emotional health/emotional maturity	Cognitive 1. Describe personality development in relationship to basic human needs and wants. 2. Identify basic needs and wants.	1. Use Forced Choice Strategy (see Appendix A). -Have groups brainstorm topic, "What are the characteristics of a pleasant personality?" Then rank according to importance and self-rate. -Assign reports on the personality of a famous person. Include what you most admire about this person. 2. Use Fish Bowl Technique (see Appendix B). What characteristics do girls like/dislike in boys and do boys like/dislike in girls. -Role play situations: How it feels to be treated by others because of different race, beliefs, or customs. Tie in that we all have the same basic human needs. -Use class Brainstorming Technique (see Appendix C) with Free-Association Wheel to identify basic human needs. Discuss how they relate to one's sexuality. Compare to Maslow's Hierarchy of Needs and/ or W. Glassers's model of Psychology of Strength vs. Weakness (see Appendix D).

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	MENTAL (Intellectual)/EMOTIONAL ASPECTS	
	Affective	
	1. Accept the nature of sexual expressions as natural and related to total well-being.	1. Have students create individual collages of ways they express their sexuality at home, school and in the community. (These should reflect a manifestation of their total personality.) -Do Community Building exercise (see Appendix LL). -Present a series of value voting questions that relate to "sexual expressions as natural and related to total well-being" (see Appendix H, II).
	2. Become sensitive to the many aspects of responsible behavior.	2. Divide into groups of six/seven to identify common personality problems. Then search for possible solutions to these problems. Discuss as a class. -Conduct a class survey for examples of responsible behavior. Discuss what makes behavior responsible/ irresponsible, and their consequences.
	Action	
	1. Demonstrate an ability to apply the many aspects of responsible behavior to own life-style.	1. Role Play a dating situation (i.e., girl wants to date, mother says she is too young). (See Appendix GG-HH.) -Have class brainstorm responsible/ irresponsible behavior when "going out." Discuss becoming self-disciplined and still having fun. -Use Forced Choice Strategy (see Appendix A) with ideas from brainstorming session (or see sample).

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
C. Social aspects	Cognitive	
1. Family	1. Identify characteristics of families.	1. Draw your family. Analyze how you feel about your family. Share your feelings and analysis in your group/class. -Discuss different kinds of families after class brainstorming session identifies them. Use Household Survey (see Appendix E). -Debate: Family life in the 1980's is superior to family life in 1900's/1800's.
a. Nature, size, composition		
b. Types		
c. Needs and interests		
d. Roles and functions of members 1. Stereotyping 2. Role formation 3. Androgyny	2. Describe the importance of boy/girl, boy/boy, and girl/girl relationships.	2. Use Dilemma Strategy (see Appendix H & X) or short open-end story technique. Present a series of questions. Ask the students to seek possible ways to solve the dilemma. Possible questions might be, "What would you do if you are invited to a party with a group of your close friends and you know alcohol is going to be served and you promised your parents you won't drink until you're of legal age?" "What would you do if your date wants you to come over to his house and you know his parents aren't home?" Include other questions related to your students' needs. -Have students collect advertisements and analyze them for unrealistic or sensationalistic ideas concerning popularity, success, heterosexual relationships and sexuality. -Write a short essay describing an ideal friend.
e. Influences 1. Media 2. Day care centers 3. Sports/athletics		
2. Significant others		
a. Formation of relationships		
b. Purpose of relationships		
c. Gender role identities		
d. Sexual relationships		
e. Nonsexual relationships		
f. Responsible sexual behavior		

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
g. Love h. Decision-making (problem-solving) i. Assertiveness		-Have students complete a same sex statement: "My girlfriend/boyfriend/best friend is great because . . ." -Discuss the value of same sex relationships.
	3. Explore the various ways family members influence each other.	3. Divide into brainstorming groups to explore roles of family members, responsibilities and functions. -Discuss qualities you most admire in your family members and what influence these have on you.
	4. Describe the concept of loving.	4. Discuss loving and caring feelings students have experienced and/or observed in others after each person has written an experience on a card anonymously. Circulate the cards and let each person read one. -Have students complete sentences, "Love is. . .," "Love and sex. . .," "When you love someone you feel . . .," "If someone loves me, they . . .," "Love begins to grow when . . .." Share responses with the class. Be sure to allow students permission to pass. -Use class brainstorming to develop a Free Association Wheel (see Appendix C) defining love. -Assign writing a short story on ways people give and receive love.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
	5. Explore gender roles and the factors that influence them.	5. Have a guest speaker from the National Organization for Women and/or another feminist group. -Assign students to collect from newspapers and other media examples of "sexual sell" advertising. Discuss how advertising uses sex to sell products and how they feel about that. Include male/female exploitation. -Have students analyze magazines that are intended for men/women to determine what values/roles are promoted. Discuss how this reinforces gender roles. -As a male or female, list the sexually dominant tasks/roles in society that you would like to give up and why. List those you would like to keep and why. (This exercise may be used as a sex reversal exercise also.) -Use activity Masculinity and Femininity (see Appendix F). -Use Anything You Can Do-I Can Do (see Appendix G). -Using Fishbowl Technique (see Appendix B), discuss "Girls are . . .," "We would like them to be . . .," "We are . . .," "The girls will do the reverse . . .." After 15 minutes each group shares with the class. Discussion and rebuttal occurs. -Ask each student to describe themselves by completing: "I am . . ." using descriptive adjectives. After 10 minutes ask students to share. Put their ideas on the blackboard. Then compare to stereotypical listings available in many books.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
		Discuss how class fits or does not fit into stereotypical roles and where stereotypical roles originate. -Make a class collage of gender roles in today's society. -Tape songs or ask a group of students to tape a group of songs or bring in some cassettes to be played in class that depict gender roles today. -Read and discuss Story of Baby X (see Appendix MM). (Refer to Free to Be You and Me, New York, McGraw-Hill, 1974). -Discuss androgyny -- advantages and disadvantages.
	Affective	
	1. Accept your sexuality as a natural/normal aspect of growing up.	1. Draw yourself as an adolescent. Indicate what parts of your body you like/dislike and why. Place class in groups and discuss. -Have students complete: "I like being a girl/boy because . . . ." -Discuss how sexuality is a normal aspect of growing up and how it enhances self-esteem.
	2. Become sensitive to the need for boy/girl relationships.	2. Group girls and boys in same sex groups. Each group will discuss the purpose and importance of boy/girl relationships. After ten minutes each group shares their list and discussion follows with the entire class.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
		-Role play situations the class suggests as being supportive/disruptive to positive relationships. -Have the school psychologist speak on adolescent relationships.
	3. Become sensitive to the responsibilities involved if nonmarital sex is practiced.	3. Debate: Nonmarital Sex May Be Hazardous To Your Health. -Use Value Voting, Rank Ordering, Spread of Opinion (see Appendix H). -Attach blank newsprint to the board. Supply magic markers. Divide class into groups of five/six in front of each piece of paper. To the left they are to list all the alternatives to nonmarital sex. Opposite each alternative they are to list the consequences, sub-divided into positive and negative. Discuss first as a group then as a class. Bring out any omissions. -Use Force Field Analysis (see Appendix J) with the topic: Should I engage in Nonmarital Sex. -Discuss the advantages and disadvantages of nonmarital sex and when "It's o.k. to say no."
	4. Accept the family as a basic unit of society.	4. Discuss family responsibilities and responsibilities delegated to other agencies, i.e., church, school, health departments, law enforcement, etc. -Using Brainstorming Technique (see Appendix C) list the functions of the family during colonial times and compare with the 1980's and/or projected year 2000.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
		-Role play roles of various family members in an extended family and a nuclear family. -Use Family Activities (see Appendix K).
	5. Be alert to the influences of the family in shaping the behavior, attitudes and values of individuals.	5. Discuss ways your family helps you become a friendly person. -Group discuss, then class participation on the topic: My Value System Is Different From/Same As My Parents' Because . . . -Use: Our Parents' Sex Role Commandments (see Appendix L). -Discuss how attitudes and values are formed. Use role play suggestions from the students. -Assign essays on: "If I were an only child (or the youngest or the middle) I would . . .." -Discuss the extent (when and why) to which the students feel they should be involved in family decision-making.
	6. Accept the many types and kinds of love, recognizing that love includes more than physical attraction.	6. Small group discussion followed by class discussion, on the topic of romantic love versus mature love and infatuation versus love. -Explore the various kinds of love portrayed in movies, television and novels and compare them to real life situations, your experiences with loving, and your expectations. -Have small groups brainstorm, "Things I believe about love." Compare their ideas to E. Fromm's and L. Buscaglia's material on love.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
	7. Be alert to the need for problem-solving technique as a useful process in making sexual decisions.	7. Use Decision Charting (see Appendix M). -Use problem story/open-end story technique for class to discover alternative ways of making decisions. (Create a story to meet your students' needs.) -Select a problem and use Decision Making Process (see Appendix N).
	Action	
	1. Attempt to become a contributing family member.	1. Discuss how students see their roles in the family; how they can help family stability when mother works outside the home. -Have students compile lists of household chores appropriate for them to be responsible for and discuss why. Have them arrange to implement them. -Divide into brainstorming groups to gather ideas on areas of family conflict (for possible solutions). Role play situations. Then discuss feelings and reactions.
	2. Develop worthwhile relationships with members of both sexes.	2. Using small groups, have students develop lists of the characteristics of a good friend; rate and have a general discussion. (Students may wish to use the rating scale to rate themselves.) -Discuss how expectations (Pygmalion effect) can have negative/positive/self-fulfilling prophecy effects on behavior.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
		-Play a circle game. Groups of ten, hold hands, a person from the outside attempts to break into the circle. Discuss feelings and reactions to the process.
	3. Behave in socially acceptable ways with members of both sexes.	3. Role play typical social interaction situations (use suggestions from students). -Have students complete sentences anonymously. For example, "When it comes to the opposite sex . . .," "In a relationship, nothing is so frustrating as . . .," etc. Then discuss as a class.
	4. Be assertive to improve self-esteem.	4. Have each student draw series of circles. Use size to show you and those with whom you interact. (Bigger if more important or same if equal.) Discuss what these circles mean to you, by answering, "I am . . .," "I need . . .," "I want to . . .." -Assign students to write a positive self-statement each day for a week and place them in different places so they are seen often, daily. ("I am strong," "I am happy," etc.) Discuss the impact of positive self-statements on feelings of self-esteem.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	PHILOSOPHICAL ASPECTS	
D. Philosophical	Cognitive	
1. Value exploration and clarification	1. Describe the steps to value clarification.	1. Use Value Exploration and Clarification (see Appendix O).
2. Purpose for life (existence)	Affective	
3. Meaningful experiences/ expressions	1. Believe that responsible behavior leads to more meaningful experiences.	1. Use A Meaningful Experience (see Appendix P). -Use Group Art (see Appendix Q). -Ask each student to write anonymously a short explanation of a type of responsible behavior they exhibited at a recent school function. Collect and shuffle. Read each one and discuss with class whether the behavior was responsible/irresponsible and why.
4. Self-actualization		
5. Development of self		
a. Factors		
b. Societal influences	2. Accept that individuals need to establish beliefs and values in order to help them has a purpose for life.	2. Use Assets and Liabilities (see Appendix R). -Use What Vehicle Am I? (see Appendix S).
	Action	
	1. Attempt to become a self-actualized person.	1. Use class brainstorming technique to identify the qualities of a self-actualized person. Then compare to Maslow's Self-Actualization Model (see Appendix T). -Use How Do I Rate? (see Appendix U). -Use incomplete sentence technique, for example: "My best friend thinks I am . . .," "A stranger's first impression of me probably is . . . ." -Use Improving Qualities (see Appendix V).

8TH GRADE

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
PHYSICAL ASPECTS		
	The student shall be given the opportunity to:	
I. Family - New Life Styles	Cognitive	
A. Physical aspects	1. Recall human growth and development.	1. Review I, A-3 from outline of the 7th grade unit. -Request students to submit questions anonymously via class question box on any topic covered in the 7th grade unit and/or suggestions for what they would like covered in the 8th grade unit. -Administer a pretest to evaluate the level of class knowledge retained from 7th grade unit. -Display pictures of fetuses showing stages of growth. -Name some characteristics that are inherited which begin with the letters of the word "heredity," using class brainstorming technique.
1. Human growth and development including intrauterine development of pregnancy 2. Structure and function of human reproduction 3. Newly acquired sexual capabilities 4. Sexual maturity 5. Sexual intercourse 6. Birth control	2. Recall male/female structure and function of human reproduction.	2. Review I. A-4 from the outline of the 7th grade unit. -Administer a multiple choice quiz on reproductive function and use male/female diagrams for structure. -Administer a vocabulary quiz using Word Search technique (see Appendix W). -Show films previously used to review human reproduction.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	PHYSICAL ASPECTS	
		-Discuss physiological manifestations of nocturnal emissions, masturbation and sexual fantasy.
	3. Explore the purpose and function of sexual intercourse.	3. Use diagrammatic filmstrips, films, or pictures (not human subject films). -Discuss the five R's of sexual intercourse (recreation, reproduction, relaxation, relational, rejuvenation). Create more. -Discuss misconceptions about purpose of sexual intercourse.
	4. Describe how family planning is planning for life goals.	4. Conduct a field trip to a birth control clinic for a general overview. -Invite a speaker (Planned Parenthood, school nurse) to speak on contraception and research. -Debate: Birth Control is Loving Responsibly. -Discuss choice versus chance. -Use Dilemma Strategy (see Appendix X).
	Affective	
	1. Accept sexuality as a vital part of one's life cycle.	1. Discuss the aspects of total sexuality that are vital for enhancing life. -Define completely what sexuality is and is not as a manifestation of one's total personality.
	2. Be sensitive to newly acquired sexual maturity and capabilities.	2. Divide into brainstorming groups to explore adolescent sexual maturity.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	PHYSICAL ASPECTS	
		-Discuss feelings and attitudes about nocturnal emissions, masturbation and sexual fantasies.
	3. Accept sexual intercourse as normal, natural function between two people and one aspect of sexuality.	3. Discuss reasons, myths, misconceptions, misinterpretations and expectations of sexual intercourse. -Use group brainstorming technique to investigate alternatives and negative and positive consequences of sexual intercourse. Compare group responses. -Discuss how to give assertive "I" messages and how they are helpful in communication.
	Action	
	1. Demonstrate an ability to synchronize the total concepts of sexuality with the newly acquired sexual capabilities.	1. Use role play situations with sexual maturity and responsible behavior themes suggested by the students. (For example - How to have fun at a party/date without having sex.) -Create a "Did You Know" or "Things I Believe" game. Use myths, misconceptions about sexuality. Select teams to guess competitively the correct answer. -Make a class collage of what sexuality means to 8th graders.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	MENTAL (Intellectual)/EMOTIONAL ASPECTS	
B. Mental/Emotional Aspects	Cognitive	
1. Personality development	1. Recall personality development and mental/emotional emergence.	1. Review I. B-1 from outline of the 7th grade unit. -Administer a quiz or assignment of a short essay on how personality develops, to evaluate retention from 7th grade unit. -Assign a short essay on: Sexuality is reflected in my personality by . . ..
2. Intellectual emergence		
3. Emotional needs and effects on behavior (ages 12-13-14)		
4. Communication skills	2. Identify emotional needs and their effects upon behavior.	2. Review I, B-2 from outline of the 7th grade unit. -Compose a worksheet of incomplete sentences about situations involving emotions (for example, "I feel sad when," "I feel happy when," "What I want most in life is to"). Discuss their effects on behavior and sexuality. -Compose a list of emotion or feeling words. Next to each word, select a behavior or situation that provokes this emotion. Discuss individual variation of responses and why this probably happens. -Use list of emotion words to make a scrambled word puzzle or crossword puzzle. -Play game Acting Out Emotions (see Appendix Y).
5. Trust in group interactions		
6. Understanding self and self-esteem (individual and groups)		
7. Accepting and understanding others		
8. Positive self-images and worthwhileness		
45	3. Relate reactions to emotional situations.	3. Organize Expressing Emotions (see Appendix Z). -Assign students to clip from newspapers three articles that describe 46

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	MENTAL (Intellectual)/EMOTIONAL ASPECTS	
		one unpleasant, one tragic, and one happy situation. Ask them to describe how they would feel if the situation happened to them, what events probably would take place, and how the outcome could have been different "if . . .." Discuss in class. -Brainstorm with class a list of fears and/or anxieties. Then ask individuals to rank them from least feared to most feared. Place them on the steps of a ladder. Only one choice per rung of ladder. Ask for suggestions from the group for dealing with each fear and/or anxiety.
	4. Identify a feeling of trust and closeness within the classroom environment.	4. Use strategy Ice-Breaker and Trust Me (see Appendix AA). -Establish office hours for drop-in rap sessions with facilitator.
	5. Describe individual's role in communicating in groups.	5. Use strategies, Voting Exercise and Communication (see Appendix BB).
	6. Describe individual assets and liabilities.	6. Use activities, About Me and I Wish (see Appendix CC) and Assets and Liabilities (see Appendix R).
	Affective	
	7. Accept self and how she/he is perceived by others.	7. Form groups of six or eight. Each person describes herself/himself by identifying with an animate and inanimate object and explains why. Ask other group members to comment on their agreement or disagreement with the self-description in respect to how they see the person.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	MENTAL (Intellectual)/EMOTIONAL ASPECTS	
		-Complete a worksheet with incomplete sentences - "My friends think . . ." "My father thinks . . .," "When I meet someone for the first time they think . . ./I think . . .."
	8. Be sensitive to the personal qualities that promote positive self-concepts and feelings of worthwhileness.	8. Use IALAC (see Appendix DD). -Assign making a collage entitled, "Me." -Discuss how not to be "put down." Deal with how people can make each other feel inferior. -Discuss what determines your self-concept, and how to build positive ones. -Discuss advantages of assertiveness and self-esteem.
	Action	
	1. Evaluate yourself.	1. Ask student to divide a sheet of paper into two columns. Head the columns, "Where I Am," "Where I Want To Be." Using descriptive adjectives, list under each column words that evaluate themselves. Discuss in groups or as a class. -Develop a self-improvement plan (see Appendix V).

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
Note: Keep in mind that this section refers to life styles of family members. It is not intended to be an in-depth discussion of sexual alternate life styles.		
C. Social aspects	Cognitive	
1. Roles and functions of family members	1. Recall roles and functions of family members.	1. Review I, C-1 from outline of the 7th grade unit. -Pretest with a quiz to evaluate retention from 7th grade unit.
2. Positive and negative parenting		
3. Various family life styles	2. Identify various family life styles.	2. Assign writing an essay or preparing a cassette tape comparing your family and how you feel about being a part of it with how you would feel about being a member of one of the other types of families listed in the outline. -Create a collage or mobile of various life styles. -Invite a sex counselor/therapist to discuss non-parenting families. (transsexuality, homosexuality, ambisexuality.) A brief overview is appropriate.
a. One-parent families		
b. Two-parent families		
c. Communal families		
d. Homophile parents/ children		
e. Non-parenting families		
f. Extended families		
g. Foster families	3. Recall the role of significant others in one's life.	3. Review through class discussion to evaluate retention from 7th grade unit. -Role play situations that depict the role and impact of significant others in their lives. (For example, a teacher, coach, or minister.) -Have each student list on paper ten people whom she/he considers to be a significant other in their life.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
SOCIAL ASPECTS		
4. Divorce, death, or separation of a parent/ parents		On the left side of the list: -Place a check next to each person she/he would be willing to confide in, about something serious. -Place an estimated amount of time spent with each person per week. -Place an * next to those persons you did not know 5 years ago. -Indicate a date when you last saw each of these people. -Rank 1-10 from the most important to the least important. Reflect on the list and the coding and write an "I learned" statement.
5. Working parents and family relationship		
6. Parental effect on emotional attitudes/beliefs of off-spring		
7. Nonmarital sexual relationships. a. Dilemma of a woman/ man b. Nonmarital pregnancy c. Parental role d. Failure to fulfill functions of adolescence e. Adolescent rebellion f. Trapped adolescent g. Teenage parent	4. Describe sex roles, androgyny and stereotyping.	4. Use class brainstorming to compose a list of stereotypical characteristics for men/women. Discuss how these are formed and perpetrated. -Have the girls in the class make a list of male roles/activities they would like to adopt and female roles/ activities they would like to give up. The boys will do the opposite. Compare the differences. -Discuss androgynous roles and how they relate to the total person. -Make a class profile of the "ideal" male/female. -Have each student complete eight "I am" statements. Compare these responses to stereotypical and androgynous messages. -Discuss: "Biology is destiny." "Down with discrimination," "Anything you can do, I can do better," "Stereotyping roles is obsolete."
8. Social influences and peer pressure on individual's value system.		

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
		-Tape and play for the class some of "their" popular songs. Listen for stereotypical messages and discuss.
	5. Describe responsibilities of monogamous relationship.	5. Divide class into same sex groups. The boys discuss the advantages for and responsibilities of girls in a monogamous relationship. The girls will do the opposite. Then discuss as a class the findings for insight into role expectations. -Role play relationship situations suggested by the students. Then ask "What will happen if . . .?" or "What would you do if you were . . .?" -Discuss open-end sentences i.e., "I'm happy when I'm dating one person because . . .." "I'm depressed when . . .," "I enjoy . . .." At the end conclude with, "I learned . . .."
	6. Explore many aspects of loving and caring.	6. Examine and write a short report on love as seen in novels, short stories or soap operas. Compare with definitions of mature love by leading authorities. For example, E. Fromm, L. Buscaglia (see Bibliography). -Discuss qualities of mature love. -Discuss ways to show love under many circumstances and environments. -Group brainstorm categories and functions of love, then make a class composite. A bulletin board could then be created using these ideas. -Class brainstorm: "Love is . . .."

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
	7. Explore coping with disappointment in love.	7. Survey peers and adults or hold a symposium on: "Successful coping mechanisms used in recovering from a broken love affair." -Role play situations student suggest related to how break-ups occur and might be avoided. -Discuss how to break up without hurting the other person. -Have school psychologist speak on coping and re-entry into the social scene.
	Affective	
	1. Be sensitive to the effects of separation anxiety. (death, divorce, etc.)	1. Have each student fill in a life continuum line. List birth date to the far left, today's date in the middle, and the date you wish to die on the far right. Discuss reasons, anxieties, and difficulties in selecting the dates; how long you wish to live and why; what kind of death you want and why. Reflect on your major accomplishments to date and what you hope to accomplish before you die. Discuss in groups or as a class. -Discuss stages of dying, Kubler-Ross, On Death and Dying (see Bibliography). -Role play stages of dying. Use medical case studies. -Ask student to search for news items dealing with death. Discuss the circumstances and reality of death.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
		-Complete incomplete sentences, "I am death, I am . . .." "I feel . . .." "I look . . .." "I want . . .." Discuss responses and what they reflect. -Class brainstorm a list of reasons for fear of dying. -Use a simulation technique. Create a Divorce Court. Students' will represent the judge, lawyers, couple, children, court room participants, newspaper reporter, court reporter, etc. Note: A simulation is not a role play. Role play is pretending to think, act and feel like that person. Simulation is interacting with others on a deeper level and more creatively, like drama. It is active, spontaneous and allows for experiential learning. -Discuss: "No-Fault Divorce means," "People fail, not marriages," "It is not his/her problem, it is their problem - the relationship is the problem," "Revenge or Forgiveness," "Single Again," "Re-marriage." -Use station learning technique. Set up in different parts of the room, magazine articles, tape recorder, opaque projector, filmstrip projector, all with materials dealing with divorce or separation. Student progress with work sheets, at their own rate. -Debate: Societal Changes Are Responsible For The Current High Rate Of Divorce.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
		-Compare and discuss grieving and the five stages of dying (Kubler-Ross) with the emotional responses children go through when divorce occurs. -Have a guest speaker (for example, marriage counselor/sex counselor) to discuss: "How can I cope with my parents' divorce?," "Tell me how to deal with loneliness, guilt, fear and resentment." -Assign students to collect media information on the local and national current rate of divorce. -Discuss in small groups and record why teenage marriages have a high failure rate. Report to entire class.
	2. Accept the effect parents have on the attitudes, beliefs and values of their children.	2. Discuss the advantages and disadvantages and importance of parental influences on children's attitudes, beliefs, and values. -Discuss how "I" develop my value system as a result of familial and social learning.
	3. Be alert to the importance of positive interpersonal relationships within families.	3. Compose a list of family problem situations. Discuss what might cause them, "What might happen if . . .," "and what might be done to solve these problems." This list can also be used to create role play situations.
	4. Be sensitive to parent expectations for their child's fulfillment.	4. Have each student make an anonymous list of expectations their parents have for them. List can be compared

SOCIAL ASPECTS

	by class members. Then each student will rank-order the list on the scale of possible, probable or unrealistic and explain. Hold a general discussion with those who wish to share.
5. Be alert to the social readiness for dating and the respective responsibilities.	5. Adapt Dating Customs Survey (see Appendix EE). -Use strategy - The Rules of the Game (see Appendix FF). -Assign library research on dating customs.
6. Be sensitive to parents' feelings and conflicts about dating.	6. Discuss how to cope with transportation problems. -Hold a panel discussion with students and invite parents to discuss conflicts and concerns about dating. -Utilize brainstorming groups to gather ideas about: "My parents are afraid that my dating will . . .." After assembling fears, work on solutions. -Have class do a community survey and compose a list of community resources and recreation facilities for "going out" possibilities. -Have a guest speaker from the Community Recreation Services outline local resources.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
	7. Believe that respect for others is important in developing relationships.	7. Utilize brainstorming groups to make lists of qualities that are respected in another person. Rank-order according to those that are: essential, make no difference, helpful, undesirable. Share with the entire class and discuss reasons for the ranking. -Develop a class composite of the ideal person. Discuss all the components and why.
	8. Explore nonmarital sexual relationships.	8. Have groups brainstorm expectations of nonmarital sexual relationships. Then discuss as a class how many are realistic/unrealistic. -Role play situations suggested by the students (for example: "It's o.k. to say no," "You would if you loved me"). -Discuss advantages/disadvantages of nonmarital sexual relationships. -Debate: The Double Standard is Alive and Thriving. -Debate: Sexual Appetite Can and Does Exist Without Love. -Class discussion and/or written assignment. Respond to: Young people who trust and respect themselves and are knowledgeable and comfortable with their sexuality are least likely to be involved in nonmarital sexual activities. -Create a problem story around the idea of "If I use birth control and am acting responsibly, doesn't that

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
		make 'it' o.k.?" Identify your decision, discuss: do you think you will be happy with that decision five years from now. What are some of the consequences of your choice? Can anyone assist you in reaching a decision? Whom would you talk to about this? -Discuss how the individual's value system influences their decision-making process (see Appendix M).
	9. Be sensitive to the many aspects of nonmarital pregnancy.	9. Use class/group brainstorming to compose lists of all the alternatives for dealing with an unwanted pregnancy. -Assign a media search to find examples of child abuse, incest, neglect dealing with "children having children." -Create role plays related to "trapped adolescent."
	Action	
	1. Contrast and compare sexual standards of parents and peers.	1. Divide into brainstorming groups to compare sexual standards of the 40's and 50's with sexual standards of the 80's. Discuss the changes in value systems as a result of the societal changes. -Discuss influences of the media on sex standards and how to set one's own standards related to one's own value system.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	SOCIAL ASPECTS	
	2. Demonstrate responsible decision making.	2. Use decision exercises (see Appendix M & N). -Have each student complete anonymously an open-end story that presents a dilemma that entails making a decision. In class the stories are shuffled, redistributed and each person reads someone else's story and adds an ending. Others may supply alternative endings.
	3. Develop a code of sexual conduct.	3. Utilize class project method groups to develop several sexual codes. Then collectively make a composite code acceptable by the majority of the class. Put the code into effect two weeks and then evaluate for necessary revisions. -Discuss pros and cons of public demonstrations of affection. -Write letters to Ann Landers or Dear Abby. Share answers with the class.
	PHILOSOPHICAL ASPECTS	
	Cognitive	
	1. Recall the philosophical aspects of sexuality learned previously.	1. Pretest (written or oral) to evaluate retention from 7th grade unit. -Prepare a list of "shoulds" and "should nots." Students will rank according to agreement or disagreement and discuss why.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	PHILOSOPHICAL ASPECTS	
	Affective	
	2. Believe that positive attitudes, beliefs, and values are necessary for self-fulfillment.	2. Divide into brainstorming groups to gather lists of attitudes, beliefs, and values for self-fulfillment. Each student codes the list individually: A-strongly agree, B-agree, C-disagree, and D-strongly disagree. Then class shares their choices if they wish.
	3. Be sensitive to value behavior discrepancies.	3. Assign each student to write anonymously a short paragraph on behavior discrepancies and how values change with societal changes.
	4. Be alert to cultural and religious influences on life goals.	4. Debate: Culture (or Religion) has the Greatest Influence on one's Life Goals." (Select one.)
	5. Accept that career choices often reflect one's feelings about how they perceive their sexuality.	5. Invite parents and/or community members to class to share how their career choice was affected by their perceptions of their sex.
	Action	
	1. Develop a philosophy of life.	1. Appoint a committee to do library research on published philosophies of life. -Invite clergy, community leaders and others to share their philosophy of life. -Have students compare their own philosophies of life.

COURSE OUTLINE	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	PHILOSOPHICAL ASPECTS	
	2. Attempt to make decisions related to his/her value system.	2. Role-play parent-child; teen-peer situations involving decision-making. Employ "What would you do if . . .?"
	3. Demonstrate an ability to deal teen-peer values.	3. Use Values Clarification Ideas (see Appendix H). -Search for more teaching strategies for all areas in the bibliography.

APPENDICES

Activities which may need to be reproduced for classroom use are generally on a single page for easy handling.

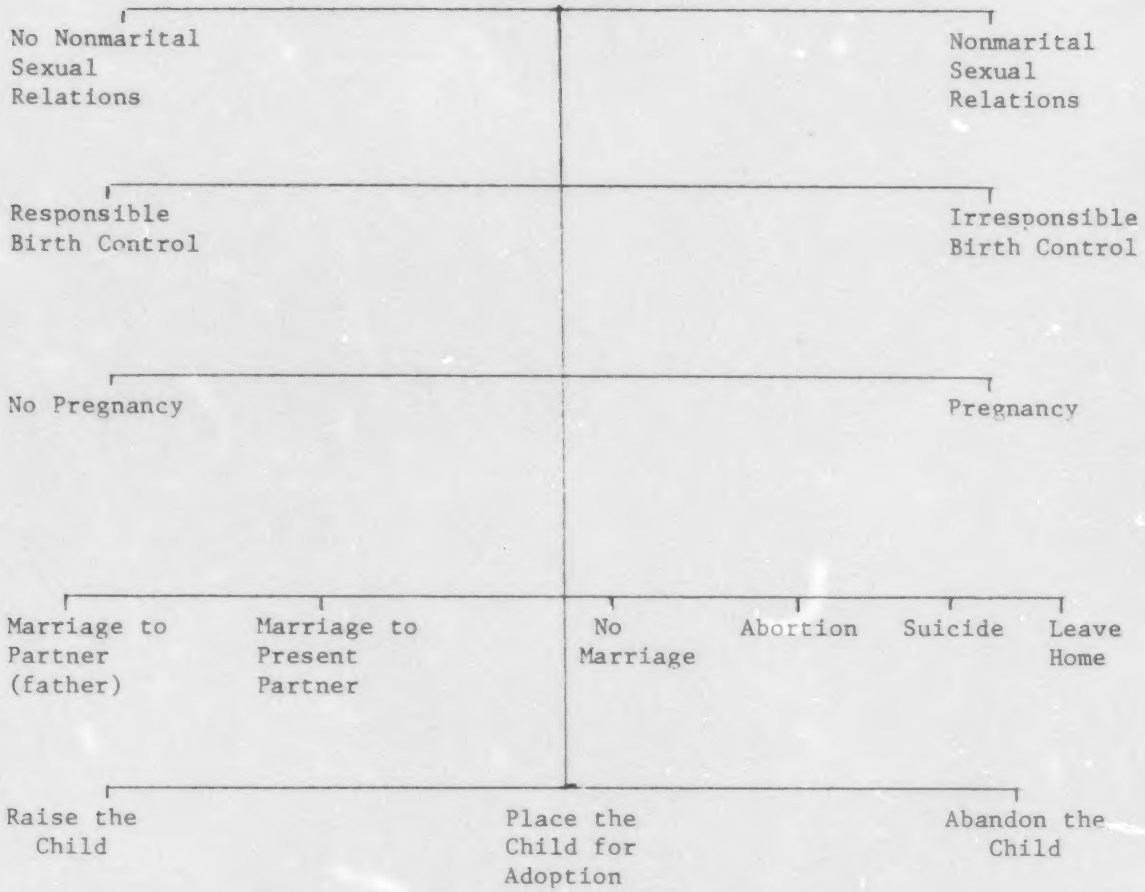
A. Forced Choice Strategy
B. Fish Bowl Technique
C. Brainstorming Technique & Free Association Wheel
D. Maslow's Hierarchy of Needs
E. Household Survey
F. Femininity & Masculinity
G. Anything You can Do - I Can Do
H. Values Clarification Ideas
J. Force-Field Analysis
K. Family Activities
L. Our Parents' Sex-Role Commandments
M. Decision Charting
N. Decision-Making Process
O. Choosing One's Beliefs and Behaviors
P. Meaningful Experience
Q. Group Art Project
R. Assets and Liabilities
S. What Vehicle Am I?
T. Maslow's Fifteen Characteristics of the Self-Actualized Person
U. How Do I Rate?
V. Improving Qualities
W. Word Search Sample
X. Dilemma Strategy
Y. Acting Out Emotions
Z. Expressing Emotions

AA. Ice Breaker
BB. Voting Exercise
CC. About Me
DD. IALAC Story
EE. Dating Customs Survey
FF. Rules of the Game
GG. Tips for Role Playing
HH. Role Play Method
JJ. Discussion Questions for Socio-Drama
KK. Socio-Drama Evaluation Form
LL. Community Bu'lding
MM. Synopsis of Baby X

Evaluation
Bibliography
Audiovisual Materials

A.

FORCED CHOICE STRATEGY



Directions: (Adapt to relate to behavioral objective being pursued.)
Place a mark on the continuum that best represents your feeling.
Be prepared to defend your choice through class discussion.

Adapted from: J.W. Lochner, J.M. Gotta, "Premarital Pregnancies and the Choice Process," School Health Review, Vol. 3, No. [illegible] (Jan.-Feb. 1972) pp. 18-22.

B. FISH-BOWL TECHNIQUE

Girls form a circle of chairs, one for each girl, plus one left vacant. Boys form a circle of chairs around the girls, and are instructed to listen to what the girls express. Girls discuss what they like/dislike about boys. If one of the boys wish to speak, he must come to sit in the vacant chair. He speaks and then leaves so that others may have a turn. After 10-15 minutes, the procedure is reversed; the boys exchange seats with the girls and discuss what they like/dislike about girls. Groups of 8-10 are manageable. After the main activity, the facilitator summarizes the main concepts and ideas.

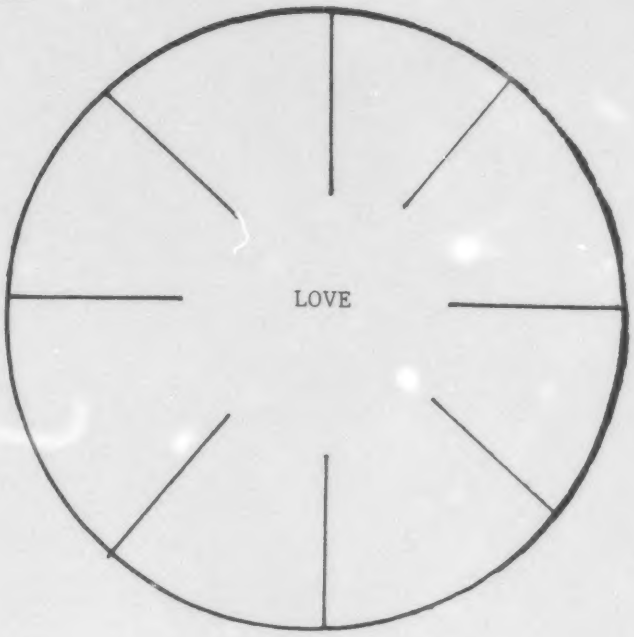
C. BRAINSTORMING TECHNIQUE

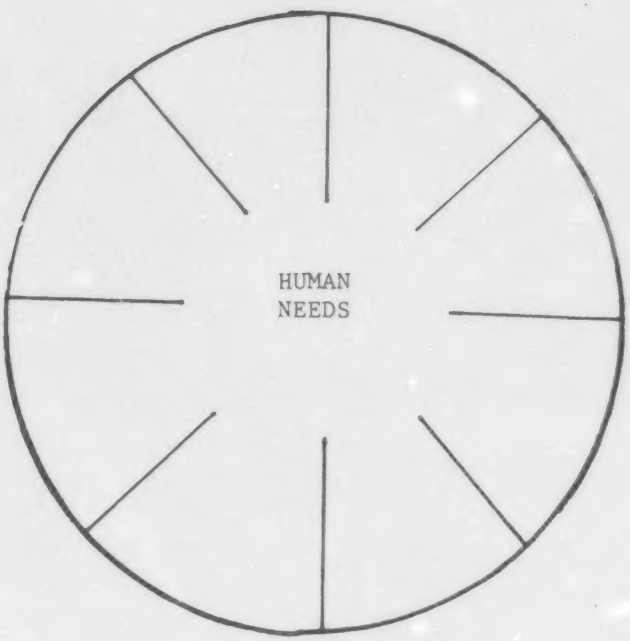
Gathering ideas is the point; the wilder the idea, the better. Quantity is wanted; the greater the number of ideas, the better. Do not discuss or criticize the ideas at this time. Later participants should suggest how ideas of others can be turned into better ideas; or how two or more ideas can be joined into still another idea.

Procedure

1. Select the problem. Real problems should be chosen which are of particular concern to the age group with whom you are working. Student participation is encouraged.
2. Decide on the number of participants in each group. Groups seem to function well with 6-10 members. With the teacher as a leader/recorder, the entire class can participate together.
3. If group technique is used, ask for volunteers or appoint at least one recorder for each group. The function of the recorder will be to write in brief form all ideas as they are presented. Blackboard or newsprint and felt markers work well.
4. Give instructions clearly. Emphasize the deferred judgment principle and the need for quantity of ideas. Tell how much time will be allowed.
5. Present the problem and prime the students.
6. Start brainstorming and record all ideas.
7. Stop and evaluate all ideas and conclude which one or ones are the best.
8. Make note of unanswered questions that need further investigation.
9. Rank order or vote on the items to be discussed in detail at this time. Leader/facilitator summarizes these discussions. (Depending on the purpose of this session, this step in the procedure may not be pertinent.)

Free Association Wheel

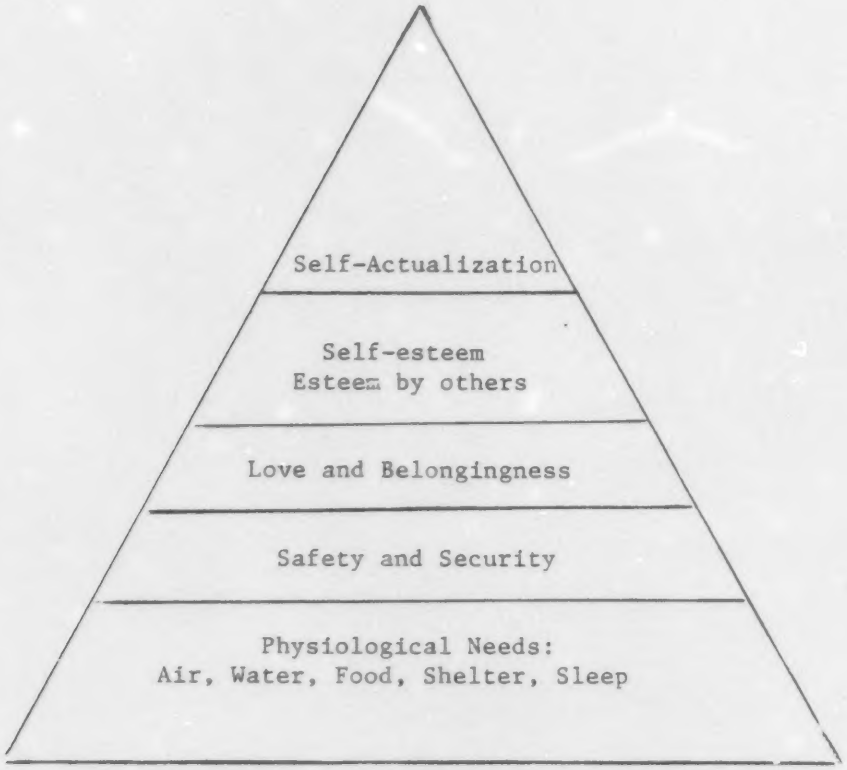




Purpose: To identify feelings and ideas and reflect on their significance to the word or phrase.

Procedure: Duplicate appropriate wheel; students may work either individually or in small groups. Have students write words or phrases that first come to their mind on the spokes when they hear or see or think about this word. (This should be done very quickly.) Have them circle words or phrases they feel are most significant. Discuss with the students the significance and meaning of these words to them. They can write several "I learned" statements for further reflection.

D. MASLOW'S HIERARCHY OF NEEDS



(Each need must be met before the next one can be satisfied successfully)

Glasser's PSYCHOLOGY OF STRENGTH VERSUS WEAKNESS

The way to happiness, positive emotional health and inner strength is to apply in your daily life:

(a) giving and receiving love
(b) becoming self-disciplined
(c) gaining worth, feeling worthwhile to yourself and others
(d) having fun

79

E.

HOUSEHOLD SURVEY

FAMILY	ADULT MALE HOUSEHOLDER	ADULT FEMALE HOUSEHOLDER	CHILDREN UNDER 18	RELATED PERSONS (INCL. CHILDREN OVER 18)	NON-RELATED PEOPLE (SPECIFY)
1.					
2.					
3.					
4.					
5.					
6.					

Instructions

1. Place a check (✓) in each column across line 1 that applies to your family. Use a check (✓) for each person.
2. Do the same for lines 2-5. One check (✓) representing each person in the following households:

   Line 2 the family next door-right
   Line 3 the family next door - left
   Line 4 your parents right now
   Line 5 family of your sibling closest in age

3. Define each check (✓) with the appropriate code letter

   Position in Household

   F = Father
   M = Mother
   C = Child (Under 18, at home)
   AC = Adult Child (Over 18, at home)
   G = Grandparent (Only if grandchildren are at home)
   I = Identify Related Person (Aunt, Uncle)

4. Further define with additional code letters

   Role in Household

   P = Paid worker
   H = Responsible for Homemaking
   S = Student
   R = Retired

By Consortium for Educational Equity

BEST COPY AVAILABLE

F. FEMININITY AND MASCULINITY (BEM INVENTORY)

Instructions: Indicate on a scale of 1 to 7 how well each of the following characteristics describes you. A 1 means the item is never or almost never true, and a 7 means that it is always or almost always true.

1. self-reliant
2. yielding
3. helpful
4. defends own beliefs
5. cheerful
6. moody
7. independent
8. shy
9. conscientious
10. athletic
11. affectionate
12. theatrical
13. assertive
14. flatterable
15. happy
16. strong personality
17. loyal
18. unpredictable
19. forceful
20. feminine
21. reliable
22. analytical
23. sympathetic
24. jealous
25. has leadership abilities
26. sensitive to the needs of others
27. truthful
28. willing to take risks
29. understanding
30. secretive
31. makes decisions easily
32. compassionate
33. sincere
34. self-sufficient
35. eager to soothe hurt feelings
36. conceited
37. dominant
38. soft-spoken
39. likable
40. masculine
41. warm
42. solemn
43. willing to take a stand
44. tender
45. friendly
46. aggressive
47. gullible
48. inefficient
49. acts as a leader
50. childlike
51. adaptable
52. individualistic
53. does not use harsh language
54. unsystematic
55. competitive
56. loves children
57. tactful
58. ambitious
59. gentle
60. conventional

Scoring:

1. Add up your ratings for items 2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, and 59, and divide the sum by twenty. This is your Femininity Score.

2. Add up your ratings for items 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, and 58, and divide the sum by twenty. This is your Masculinity Score.

3. Subtract your Masculinity Score from your Feminity Score, and multiply the result by 2.322. (This approximates the score derived by more complicated statistical procedures.) If the result is greater than 2.025, you are sex-typed in the feminine direction. If the result is smaller than -2.025, you are sex-typed in the masculine direction. Bem considers a score between 1 and 2.025 to be "near feminine" and a score between -2.025 and -1 to be "near masculine." A score between -1 and 1 means you are not sex-typed in either direction; you are androgynous.

6. ANYTHING YOU CAN DO - I CAN DO

Procedure:

Ask students to

1. List those activities which they think males can do which females cannot.

2. List those activities which they think females can do which males cannot.

Place the two lists on chalk board.

If a participant disagrees with an activity when you list them by sex on the board, she/he may come up and erase it provided she/he can convince every member of the group that the activity can be performed by both sexes. If even one participant still thinks it belongs on the board, it should stay.

Discussion:

Which activities are limited to one sex because of fixed, absolute (biological) realities? Circle these.

Which activities are limited because of one of the following conditions:

1. Cultural or traditional sex role definitions
2. Religious sex role definitions
3. Social or peer pressure

These conditions are not fixed and may differ from society to society and from one period to another.

H. VALUES CLARIFICATION IDEAS

I. Rank-orders (Create your own rank-order strategies to relate to the specific behavioral objective being pursued)

Students are simply asked to make some choices and to identify priorities and preferences. The students rank a set of elements according to a specific dimension. In fact, this is the "formula" for any rank-order: dimension + elements. For example, you might ask your students to rank from 1 to 3:

Dimension: which do you think would be hardest for you to accept in your teenage son:

Elements:

_____ to get someone pregnant while not married

_____ to be dependent on "hard" drugs

_____ to date someone from another race

This ranking could be done privately (in a journal or class diary), and/or publicly (in small groups, in a whole-class discussion, in conference with the teacher).

1. If you were pregnant, and unmarried would you

_____ get an abortion

_____ marry someone you didn't love, so the baby would be with the father

_____ give the baby up for adoption

2. Who do you think should be most responsible for birth control information?

_____ the school

_____ parents

_____ the family doctor

_____ friends

3. Presently, who do you see as most influential in disseminating birth-control information to high school students? (This reflects one way of "stretching" a rank-order--using a different question with the same content.)

_____ the school

_____ parents

_____ the family doctor

4. At what age do you think that schools should make birth-control information available to students?

_____ not at all

_____ elementary school

_____ junior high

_____ senior high

5. How do you see sex?

_____ as fun

_____ as reward

_____ as proof

_____ as an adventure

_____ as a purely playful activity

_____ as an expression of love and caring

II. Values-voting

The teacher presents the students with a series of questions, each one starting with the words: "How many of you...?" The students responds by using one of the following hand signals: If they are strongly and fervently in favor of the idea presented, they wave their hands vigorously, with thumbs pointed up; if they are in favor of the idea, they hold their hands steady, with thumbs pointed up; if they are against or don't believe in the idea presented, they hold their tumbs down; if they are violoently against the idea, they pump their hands vigorously, with their thumbs pointed down; if they choose to pass on the question, they fold their hands (as in all activities, students have the right "to pass"--this is not questioned). (Create your own questions--related to the behavioral objective you are pursuing.)

How many of you:

1. Learned about where babies come from from your parents?
2. Learned where babies come from from other kids on the block?
3. Learned where babies come from from a book?
4. Feel you have enough information about birth control?
5. Feel that school should have an office giving out birth control information?
6. Like kissing or hugging scenes in the movies?
7. Think kissing should be banned from TV?
8. Get at least four hugs each day?
9. Give at least four hugs each day?
10. Think sex education belongs in the home?
11. Know someone who had to get married because she was pregnant?
12. Think pregnant girls should be allowed to attend school?
13. Would have your parents' support in obtaining birth control methods?
14. Would not be able to tell your parents you were having intercourse?
15. See a difference between "having sex" and "making love?"

III. Spread of opinion - Create your own to relate to the behavioral objective being pursued.

This activity is designed to help students see the range of opinions that are possible on any one issue. The teacher identifies the issue at hand, and then draws a line on the board. At either end of the line, the teacher identifies an outrageous extreme--and then asks students to indicate where they stand on

the line. This can be facilitated through students recording the spread of opinion in their journals, through small-group discussions, through placing their initials on the line in a whole-group discussion, and/or by literally standing up physically along a line down the middle of the room.

For instance, here's how one spread of opinion line looked in a class taught by one of the authors:

Issue: safety: wearing seat belts

Scissors Stan RON GAIL TOM STEVE HELEN Drive-in Dan

Scissors is the kind of person who absolutely detests seat belts--in fact, he'll even go around parking lots with scissors in hand, and cut out all the seat belts he can find. Dan is the kind of person who absolutely swears by seat belts--infact, he'll even wear them to a drive-in movie, and make sure that both he and his date remain buckled in throughout the movie.

1. Gloves Gladys _____ Mattress Milly

   Regarding premaritial intercourse, Gladys will have no part of it, and loudly condems anyone even considering it. Milly believes that one needs to experiment fully before marriage in order to make a wise choice --she thinks it's fine even on a first date.

2. Touch-feely Fred _____ Iron Mike

   When it comes to touching, Fred is very comfortable--when first meeting someone (of either sex), he will warmly greet them with a big hug and kiss. Mike never allows himself to touch or be touched--even by his intimates; if an accident occurs, and Mike is touched, he will quickly run and wash the spot where the touch occurred.

3. Size-'em-up Sam _____ No-see Cyrano

   As far as "looks" are concerned, Sam is the kind of guy who rates every woman he sees on the ten-point scale, and won't go out on a date with any woman who rates less than a "seven." Cyrano is the kind of guy to whom looks are totally unimportant--he even feels that people should put on blindfolds when they go out on dates.

4. All-in-the-family Frank _____ One-on-one Juan

   Frank believes that marriages should be wide open--that both partners feel free to "play around"; Swinger is his middle name. Juan cherishes the sanctity of marriage to the point where he would immediately divorce his wife if he found out that she even touched another man.

IV. Moral dilemmas

There are two kinds of moral-dilemma activities. The first involves the teacher presenting the students with a "What-would-you-do-if...?" situation.

Here, the students are asked to generate possible alternatives--to do an alternatives search. The second kind of moral dilemma involves the students hearing a story, and then being asked to do some rank-orders based on the story.

1. What would you do if your best friend, John, asked you to keep a secret --that he had VD--and you know that John is going out with another of your friends, Joan?
2. What would you do if you have a date with a boy/girl you aren't too wild about, and an old flame comes by just before you leave; would you keep the date?
3. What would you do if you are a parent and you walk into your son's/daughter's room while he/she is masturbating?
4. What would you do if your daughter dropped her purse and some birth control pills fell out?
5. What would you do if your son/daughter "hands around" with a promiscuous crowd, and he/she wants to have a party at your house on a weekend when you'll be away?
6. What would you do if your parents won't allow you to go to parties where there are boys and girls (and you know you could lie to them)?
7. What would you do if you're having a pajama party and know that some boys will probably "crash" it--how would you dress?
8. What would you do if you had just broken up with your boy/girl friend and he/she started going out with your best friend?
9. What would you do if you knew that a student at school was selling fake birth control pills?
10. What would you do if you wanted to show caring for another person?
11. What would you do if you wanted to send love long distance?
12. What would you do if you would like to go out with a particular boy/girl, but know friends disapprove of him/her?
13. What would you do if you would like to go out with a particular boy/girl but know your parents disapprove of him/her?
14. What would you do if you had a chance to borrow an older friend's ID card and go to a pick-up bar?
15. What would you do if two of your best friends were engaged to be married, and you didn't think they were "made" for each other?
16. What would you do if your best friend had just broken up with his boy/girl friend, and really needed support?
17. What would you do if you needed some caring?
18. What would you do if you were feeling angry?
19. What would you do if you wanted to celebrate?
20. What kind of ceremony would you want if you were getting married?
21. What would you do if your date wanted to kiss you the first time you went out?

Adapted from Health Education: The Search for Values, by D. Read, S. Simon and J. Goodman - Prentice-Hall, 1977.

J. FORCE-FIELD ANALYSIS

Directions (appropriate when either/or decision necessary; adapt to relate to the behavioral objective being pursued.)

1. Divide the blackboard into two columns, each labeled with one of the two choices.
2. The class brainstorms all the forces pulling in one direction, the teacher recording each item.
3. The class brainstorms all the forces pulling in the other direction, and the teacher records these in the other column.
4. Identify ways to make the hindering forces stronger and helping forces weaker.
5. At the end of this analysis session, facilitator summarizes and leads class discussion or role play to gather ideas for solving dilemma.

FORCE-FIELD ANALYSIS	
DECISION: Engaging in nonmarital sex	
FORCES FOR (HELPING)	FORCES AGAINST (HINDERING)
curiosity	parents
enjoyment	value system/religious beliefs
want to be doing what my peers are doing	pregnancy
makes me feel grown up	STD
makes me feel loved	loss of self respect
helps me feel important	getting a "bad" reputation
makes me feel independent	guilt

Adapted from Human Values in the Classroom, by R. and I. Hawley. Hart Publishing, 1978

K. FAMILY ACTIVITIES

1. WHAT IS A FAMILY?

Discuss various family structures, for example:

(a) one-parent family
(b) no-parent family
(c) childless family
(d) family with adopted children

2. LET'S TALK ABOUT PARENTS

Divide the class into groups of six. Ask each individual to complete the questionnaire, "Let's Talk About Parents." Discuss answers within the groups.

LET'S TALK ABOUT PARENTS

(a) What communication problems are there is a home?
(b) Do you think parents are more tolerant of youth's ideas than teens are of their parents?
(c) Do you think teenagers should question parental advice? Why or why not?
(d) Do you think parents today, considering our changed environments, protect their teens too much? Not enough? How would you do this differently if you become a parent?
(e) If you were a parent, how would you want to be?
(f) Why do you sometimes see things differently than your parents?
(g) What motives do you think parents have when they establish rules for their children?

3. DECISIONS

Ask the class to discuss the extent to which they think they should be involved in a family decision-making process. Request them to list examples of decisions in which they should have a part, those which they should be allowed to make themselves, and those which are none of their concern.

4. FAMILY COUNCIL

Role-play a family council that considers a problem and reaches a solution based on the following:

(a) The problem must be identified.
(b) Each person should be able to state his feelings.
(c) Every suggested solution should be examined seriously.
(d) In finding a solution, both parties may have to compromise.

Explain that this is not the only way to solve family disputes.

L. OUR PARENTS' SEX-ROLE COMMANDMENTS

Procedure:

To illustrate how we learn our sex roles as part of growing up, ask each participant to:

1. List five commandments you think your mother or female member of the family gave you about how to be a girl/boy.

2. List five commandments you think your father or male member of the family gave you about how to be a girl/boy.

Discussion:

Which commandments influenced your behavior:

1. Positively because they were accepted?
2. Positively because they were rejected?
3. Negatively because they were accepted?
4. Negatively because they were rejected?

Developed by the Consortium for Educational Equity, Rutgers University, New Brunswick, NJ.

M.

DECISION CHARTING

Directions (Adapt to relate to behavioral objective being pursued.)

1. Divide the blackboard into four columns. The first column is labeled Ranking, the second End Goals, the third Options, and the fourth Option Values.

2. With the class, select a decision area for study: to engage in nonmarital sex, to use birth control methods, etc.

3. The students brainstorm possible end goals of that decision area, with the teacher recording items on the board in the second column.

4. Students are asked to rank the end goals in order of importance to them, first individually on paper, and then as a group. Record these in column one.

5. The class brainstorms a list of options that might be available for the decision.

6. Those options that seem most useful are then selected for further work, and are listed in column three. The values inherent in each of these options are listed in column four.

7. Now the decision makers have before them a great quantity of information organized in a meaningful fashion. By comparing the option values with the important end goals, they can determine which of the available options is likely to prove most appropriate (see diagram below).

DECISION CHARTING			
DECISION: Nonmarital Sex			
RANKING	END GOALS	OPTIONS	OPTION VALUES
1	fun	birth control	guilt
2	love	abstinence	regret feeling good about self
4	feeling of importance (adult behavior)	spontaneity	emotional trauma feeling of being used
5	to impress peers		possible pregnancy
3	enhance relationships		possible decision regarding abortion
6	feel good about your body		

(continue if necessary/appropriate)

N. DECISION-MAKING PROCESS

This decision making process can be used to assist students in solving problems or making decisions. It may be used as a class exercise or as an individual process.

STEPS IN THE DECISION MAKING PROCESS

1. Define the Problem - Identify the real problem or the situation. Be specific.
2. Consider All Alternatives - List ways that you see to resolve the problem/ decision. If necessary, consult with others to make sure you haven't overlooked any if you are doing this as an individual.

   In a classroom, the facilitator may wish to add additional atlernatives not considered by students in order to project alternative points of view.
3. Consider the Consequences of Each Alternative - List all the possible outcomes -- both positive and negative -- for each alternative.
4. Consider Family and Personal Values - Values include beliefs about how we should act or behave; the personal and family rules we live by and believe are important; e.g., beliefs about honesty, whether it's alright to smoke or drink. Most of our values come from the social learning we receive at home, and from our friends and society. Consider whether each alternative is consistent with your personal and/or family values.

   The effect of each alternative on the significant others in our lives should be considered.
5. Choose One Alternative - After carefully considering each alternative, choose the alternative that is most appropriate for you.

   In a classroom setting, the facilitator may need to consider referring student to parents and clergy for personal religious/moral decisions.
6. Act on the Decision - Do what is necessary to have the decision carried out the way you want it to be. It may be necessary to develop a time table to make sure you follow through on your decision.
7. Evaluate, re-process if necessary.

Adapted from: Family Life Education - Teacher Training Manual. Mary Hilger and Ellen Wagman eds. Family Life Education Program Development Project, 212 Laurel Street, Santa Cruz, CA 95060.

0. CHOOSING ONE'S BELIEFS AND BEHAVIORS

1. Choosing freely.

If we are to live by our own values system, we must learn how to make independent choices. If we are able only to follow authority, we will be ineffectual when authority is silent or absent, when it gives us conflicting directions, or when our emotions impel us in contrary directions.

2. Choosing from alternatives.

For choice-making to have meaning, there have to be alternatives from which to choose. If there are no alternatives, there are no choices. The more alternatives available, the more likely we are to value our choices. Generating and considering alternative choices is necessary for clarifying and refining values.

3. Choosing after thoughtful consideration of consequences.

We need to learn to examine alternatives in terms of their expected consequences. If we don't, our choice-making is likely to be whimsical, impulsive, or conforming. By considering consequences, we lessen the chance of those consequences being unexpected or unpleasant.

PRIZING one's beliefs and behaviors

4. Prizing and cherishing.

Values inevitably include not only our rational choices, but our feelings as well. In developing values we become aware of what we prize and cherish. Our feelings help us determine what we think is worthly and important, what our priorities are.

5. Publicly affirming.

When we share our choices with others--what we prize and what we do--we not only continue to clarify our own values, but we help others to clarify their values as well. It is important to encourage students to speak out about their beliefs and their actions in appropriate ways and circumstances.

ACTING on one's beliefs

6. Acting.

Often people have difficulty in acting on what they come to believe and prize. Yet, it they are to realize their values, it is vital that they learn how to connect choices and prizings to their own behavior.

7. Acting with some pattern.

A single act does not make a value. We need to examine the patterns of our lives. What do we do with consistency and regularity? Do these patterns incorporate our choices and prizings? If our life patterns do not reflect our choices and prizings, we then must reconsider our priorities or change our behavior in order to actualize those priorities.

Collectively, these seven subprocesses comprise the total valuing process. Students who have built the process of choosing, prizing, and acting into their lives have learned an approach to living which is uniquely their own. The process will serve them effectively as they are confronted with controversial issues, values choices, and life delimmas.

Ideally, teaching extends beyond the facts level and the concepts level to include this valuing process at the third level--the values level.

P. A MEANINGFUL EXPERIENCE

Ask students to think of one experience that was meaningful to their lives, e.g., the death of someone close, divorce, a trip, living in a foster home, relationship with a grandparent, experience with a good friend. Begin by relating an experience of one's own. For this exercise, arrange the class in a circle. Allow students to participate in a random order (do not go from one student to the next in the order of seating); however, everyone must participate at some time.

Stress the importance of asking questions and showing interest in class members' experiences and how meaningful experiences can enhance lives.

Q. GROUP ART PROJECT

Divide the class into groups of about five or six. Give each group a shoe box filled with art materials, e.g., clay, blocks, macaroni, paper clips, construction paper. Their task is to develop a group art project. The rules are:

(a) Each member has to participate and add to the project.
(b) The project must have a theme and a title (something to do with communication).

When the projects are completed (approximately 15-20 minutes), have each group select a spokesperson to explain the project and each member's contribution. When each group has finished explaining its project to the class, have them answer the following questions individually.

(a) Who was the leader in the group? Why?
(b) Do you feel closer to members of this group as a result of working with them? Why?
(c) What things did you learn from this activity?
(d) How did this experience help you to learn about responsible behavior and to appreciate meaningful experiences.

R. ASSETS AND LIABILITIES

Have students write a paper, finishing these four sentences:

(a) My most important assets are... (Consider health, creativity, common sense, good habits, natural ability, integrity, skills, etc.)
(b) My most serious handicaps are... (Consider bad habits, bad temper, moodiness, antisocial tendencies, poor ways of problem solving, etc.)
(c) Things I can change for the better are... (Consider becoming more cooperative, more hopeful, more helpful.)
(d) Things I am going to have to live with are... (If certain handicaps cannot be overcome, what attitudes have helped to accept these handicaps gracefully and still live?)

Conclude with some "I learned" statements. Ask students if any would be comfortable about sharing their "I learned" statements with the class.

S. WHAT VEHICLE AM I?

Ask students to draw a picture of a vehicle that symbolizes themselves. Students should think about the color, model and uses of the vehicle while drawing it, e.g. a yellow school bus or a large blue dump truck. Students share their pictures within small groups. Possible questions for the students to answer include:

(a) What mileage do you get?
(b) Do you have many mechanical breakdowns?
(c) Are you well taken care of? By whom?

Have students practice paraphrasing, listening for feeling and giving positive reinforcement within the groups. (The teacher should participate in this exercise.) Discuss how this exercise can help students recognize the need for purpose in life.

T. MASLOW'S FIFTEEN CHARACTERISTICS OF THE SELF-ACTUALIZED PERSON

Characteristic	Explanation
1. More efficient perception of reality and more comfortable relations with it	Self-actualized people judge others accurately, detect falseness in others, and are capable of tolerating uncertainty and ambiguity.
2. Acceptance of self and others	They accept themselves as is and are not defensive; have little guilt, shame, or anxiety.
3. Spontaneity	Self-actualizers are spontaneous in both thoughts and behavior.
4. Problem centering	The problems with which self-actualizers concern themselves are not of a personal nature, but instead are outside self.
5. Detachment: the need for privacy	Although they enjoy others, they do not mind solitude and sometimes seek it.
6. Autonomy: independence of culture and environment	They are relatively uninfluenced by local customs.
7. Continued freshness of appreciation	Self-actualizers derive ecstasy, inspiration, and strength from the basic experiences of life. Acts that serve biological functions, such as eating and sexual behavior, are relatively unimportant in the total scheme of things, but when enjoyed are done so wholeheartedly. There is no accompanying anxiety to detract from the intense pleasure
8. Mystic experience	Self-actualizers, much more commonly than others, have experiences during which they feel simultaneously more powerful and more helpless than ever before.
9. Social interest	There is a feeling of identification, sympathy, and affection for others.
10. Interpersonal relations	Relationships with others are few, but they are deep and meaningful. Self-actualizers do on occasion get angry, but they do not bear long-lasting grudges.
11. Democratic character structure	They respect people irrespective of birth, race, blood, and family.
12. Discrimination between means and ends	Most people work only in order to receive a paycheck at the end of the week. Self-actualizers enjoy their work.
13. Sense of humor	They have a sense of humor that is both philosophical and nonhostile.

Characteristic	Explanation
14. Creativeness	Maslow felt that everybody is potentially creative. He was not referring to great works of art or science, but rather to expressiveness, spontaneity, and perceptiveness in everyday life.
15. Nonconformity	Self-actualized people swim against the mainstream. They are open to new experiences.

U.

HOW DO I RATE?

Ask students to rate themselves on a scale from one to ten.

Rate Yourself...as you are now. _____

...as others see you. _____

...as you want to be. _____

How can you get to where you want to be?

How can this type of self-assessment assist you in becoming self-actualized?

V. IMPROVING QUALITIES

Each student is given an opportunity to complete a chart listing the areas in which they would like to improve. In one month/several weeks the students will give a report to the facilitator or the class on what in fact they have improved in. Class discussion follows with verbal rewards and encouragement.

This strategy helps the student identify qualities in himself/herself that they can consider as positive, therefore helping to build self-esteem and leading to self-actualization.

What I'd like to learn to do or be able to do better (be specific)	Date	First Step	Date Improved
1.			
2.			
3.			
4.			
5.			

Adapted from Life Skills for Health: Focus on Mental Health, by R. Frye and P. Rockness. North Carolina Department of Public Instruction, 1974.

W.

WORD SEARCH SAMPLE

A	P	S	U	R	E	T	U	B	C	D	E	E	F	V
F	R	C	R	F	S	I	N	E	P	L	K	G	A	A
T	O	B	E	G	T	L	A	B	I	A	J	G	G	S
P	S	V	Y	R	G	N	Q	U	P	M	I	I	H	D
W	T	C	A	E	V	R	O	T	O	N	N	N	O	E
A	A	R	T	R	P	I	P	N	A	L	E	R	P	F
V	T	B	Z	D	I	S	X	A	K	M	M	A	Q	E
G	E	Q	B	S	X	E	T	I	J	P	E	R	S	R
T	G	L	A	N	S	U	S	P	F	E	S	H	T	E
H	L	C	K	J	T	Q	L	O	E	P	C	T	U	N
U	A	T	E	S	T	I	C	L	E	S	B	E	V	S
S	N	Q	P	M	R	V	C	L	I	T	O	R	I	S
N	D	P	E	O	L	W	Q	A	H	D	A	U	W	X
O	M	U	T	O	R	C	S	F	G	N	E	M	Y	H
S	E	M	I	N	A	L	V	E	S	I	C	L	E	Z

IDENTIFY MALE AND FEMALE REPRODUCTIVE PARTS

FEMALE

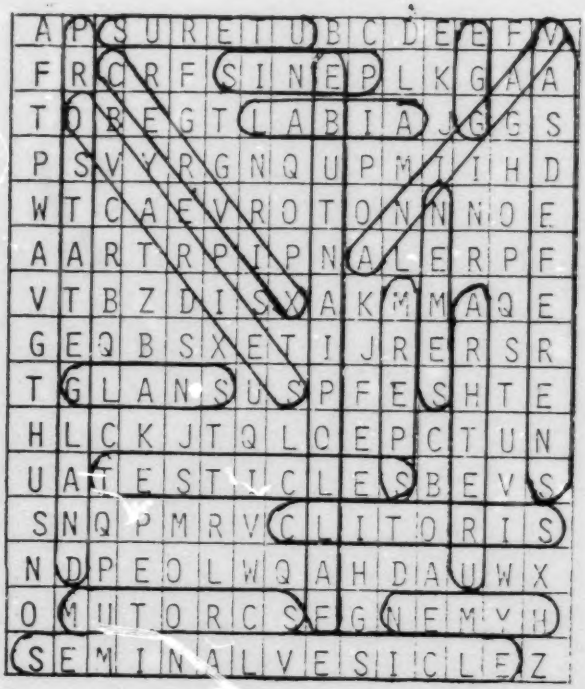
OVARIES
VAGINA
LABIA
UTERUS
FALLOPIAN TUBE
HYMEN
CLITORIS
CERVIX
EGG

MALE

PROSTATE GLAND
VAS DEFERENS
SPERM
PENIS
GLANS
SCROTUM
TESTICLES
SEMINAL VESICLE
SEMEN
URETHRA

From Consortium for Educational Equity, Rutgers University

W. Word Search Sample



IDENTIFY MALE AND FEMALE REPRODUCTIVE PARTS

FEMALE

OVARIES
VAGINA
LABIA
UTERUS
FALLOPIAN TUBE
HYMEN
CLITORIS
CERVIX
EGG

MALE

PROSTATE GLAND
VAS DEFERENS
SPERM
PENIS
GLANS
SCROTUM
TESTICLES
SEMINAL VESICLE
SEMEN
URETHRA

101

X.

DILEMMA STRATEGY

Purpose: To become aware of possible alternatives in making decisions.

Procedure: Divide students into groups, and ask them to write down possible answers to the following questions. Class discussion follows.

1. What would you do if you opened your purse in front of your mother and she saw you had birth control pills?

2. What would you do if you knew that a student at school was selling fake birth control pills?

3. How would you want your parents to respond if they found you were actively involved in nonmarital sex?

4. How would you want your parents to respond if you discovered you were pregnant?

Y.

ACTING OUT EMOTIONS

Brainstorm with class a list of adverbs.

Prepare a deck of adverb cards by writing one adverb on one side of each 3" x 5" card, e.g.:

Tenderly	Slowly	Stupidly
Meekly	Quickly	Lovingly
Sullenly	Demandingly	Blankly
Urgently	Slovenly	Happily

Shuffle deck, have several students pick cards and leave the room. Each student returns to the room behaving according to the adverb. The rest of the students take turns in guessing the adverb. Discuss how these adverbs effect behavior and and are related to emotions.

Adapted from Human Values in the Classroom, by R. and I. Hawley. Hart Publishing Co., 1978.

Z. EXPRESSING EMOTIONS

As a class, list twenty emotions. Ask each student to copy the list and do the exercises below.

a) State some other feelings which are very real to you but which are not on the class list.

b) Put an "O" in front of those feelings you are willing to express openly in front of others.

c) Put an "N" in front of those feelings you would never express to others.

d) Put "PC" in front of those feelings you would be willing to express under the proper circumstances in front of others.

Discuss these questions as a class:

a) How do you feel about expressing emotions?

b) Why is it difficult to express some emotions?

c) What kinds of emotions are especially difficult to express?

d) Is there any danger in "bottling up" strong emotions?

e) How do "bottled up" emotions express themselves--in driving a car, in physical activity, in relations with other people?

f) What do you feel is the value in expressing emotions?

AA.

ICE BREAKER

Divide group into pairs (dyad) of people not previously known to each other. For a few minutes, they get to know each other by talking about those things that concern them most: friends, leisure activities, and jobs. Then, using only one word, each person describes the other to the rest of the group.

Trust Me

Group the class according to a common characteristic, e.g. color of eyes, birth month. Have each group list four traits that the members have in common and report back to the class.

BB.

VOTING EXERCISE

The following questions deal with communications. After each question is read, have students indicate their position on that question:

affirmative - point thumbs up

negative - point thumbs down

undecided - point thumbs sideways

Students who wish to pass take no action at all. Record votes in each category for each question. After all the questions have been voted on, discuss each one. Voting provides a simple and rapid way by which each student can make a public affirmation on value issues. Students may wish to make up their own voting lists to administer to class. (The teacher can vote too, but may not make value judgements on the results.)

Suggested questions:

How many of you...

(a) find it difficult to listen to people?
(b) have a communication problem with your friends?
(c) feel frightened when you speak in a class?
(d) have a friend to discuss problems with?
(e) discuss sex with your peers?
(f) feel as though no one understands you?
(g) would like to communicate better with the opposite sex?
(h) find it difficult to discuss sexuality?

Disucss each one.

Communications Exercise

Students will discuss reasons for two persons failing to communicate. These questions should be considered:

(a) What types of problems make it difficult for two persons to understand each other?
(b) What failures in sending, listening, and responding cause communication gaps?

Discuss students answers. The teacher attempts to draw out suggestions such as:

(a) inaccurate expression of one's true feelings
(b) not listening fully, yet forming answer
(c) trying to say too much in one statement
(d) not expressing what really needs to be said
(e) frivolously changing the subject
(f) feeling frenzied or frantic and saying things on the spur of the moment.

Cc. ABOUT ME (Incomplete Sentences)

Each student is asked to complete the following questions in order to reflect on acceptance of self. The teacher reads the first part of the sentence and the students quickly one at a time complete the sentences. After several verbal responses the teacher goes on to the next incomplete sentence. The entire class reflects on what their answer would be but only a few need to verbally reply to each sentence. General discussion follows about how we see ourselves and what assets and liabilities are and how this exercise can help us feel good about ourselves.

Questions may be constructed to meet the needs of the class. The following are only a few suggestions:

1. Most of my classmates think I am .....
2. When someone asks me to be the leader I.....
3. When I see others doing better than I am, I.....
4. No matter what others think about me, I know I am.....
5. When I try to do something and can't, I.....
6. The thing that worries me the most.....
7. I wish I could change.....
8. I am most interested in.....
9. If I could do whatever I wanted, I would.....
10. I am happiest when I am.....

I WISH

Ask each student to answer the following questions anonymously in order to reflect on acceptance of self. Teacher collects all the papers, shuffles them, redistributes them and each person shares one. Class discussion follows.

1. If you could wish for a change in appearance, what would you change and why?

2. If you could wish for a talent, what would it be and why?

3. If you could wish for money, how much would you want and for what?

4. What else would you wish for and why?

DD.

IALAC STORY

The IALAC story is based on the idea that every child feels lovable and capable until the people of significance in his life treat him in ways which make him feel less than lovable or capable. As each incident that makes the child in the story feel less than loving or capable occurs, a piece of the sign with the letters, IALAC on it is torn off until only a small piece is left. Think of the child who gets up in the morning with a big IALAC sign showing right across his chest. His first experience is his father's voice saying:

"Get out of bed lazy bones, or you'll never amount to anything." He goes on to say, "Why can't you make good grades in school like your sister does?" The boy gets out of bed, comes downstairs and says to his mother, "What's for breakfast, Mother?" "Eat what I put in front of you and don't ask questions," is the reply. Still feeling pretty good about himself, he walks out the door and down to the bus stop. As usual, a group of children is gathered together waiting for the bus. One of the boys walks up behind him and bangs the books out of his hands. His homework goes flying across the street. He gets to school and the first thing his teacher says is, "This morning we are going to have a spelling test boys and girls." Our hero feels pretty good about the spelling test because he studied the words very carefully the night before. On the first word the pencil lead breaks. He turns to the little girl sitting next to him and says, "May I borrow one of your pencils?" She turns to him and says, "Bring your own pencils to school. I am not sharing mine with anybody." Later on the girls line up to go out for recess. As usual there is a certain amount of confusion and the teacher's voice comes ringing through the class. "I like the way the girls line up." The children get outside and are all gathered together on the playing field. Two boys have been selected to choose sides for a kick-ball game. Our hero again is right in there saying, "Choose me, choose me." And when they get down to the last person, the captain of one team turns to him and says, "Oh, you take him, I don't want him, he can't kick very well, besides he can't catch very well either." Still surviving, our hero goes into the cafeteria carefully carrying his tray of food down the center aisle. Something happens, and his tray falls out of his hands. No one helps. Instead, the children turn toward him and laugh. Later in the day, Johnny gets home. He walks in the door and says, "Hey, Mom, how about some milk and cookies?" But Mom is nowhere around. She is playing bridge with the neighbors. He turns to his last source of refuge, the television set. Finally he gets his favorite program tuned in just in time to have his bigger brother walk in and change the station. Still later that evening while everyone is sitting around the table eating supper, carrying on a parallel conversation, our hero tries to get a word in to talk about his school experiences, to talk about his feelings. But still there is no one to listen. By the time he is ready for bed the only thing remaining of his IALAC sign is a tiny piece just about big enough to cover the gravy stain on his pajamas. Yet the next morning, he wakes up with a new sign and a similar set of things happen.

Some examples of things that tear a child's sign are dad's expectations, comparisons between our hero and his sister, mother's lack of communication, lack of understanding of his needs, his experience at the bus stop on the way to school, teachers who turn children off, students who are inconsiderate of the needs of others in their own desperate struggle to make themselves feel good with latch key children. However, it is possible to reverse this trend if we can start a program where teachers consider the feelings of boys and girls. We can begin a program to help children feel lovable and capable.

EE.

DATING CUSTOMS SURVEY

Please answer the following questions with a check mark or by supplying the information required.

Do you date: Yes___ No_____

If your answer is no, skip to the last question. If your answer is yes, please fill in the following information:

TYPE OF DATE	YES	NO	HOW OFTEN
Attend school, church, or organization parties, dances, sport events in group	___	___	_____
Attend school, church, or organization parties, dances, sport events as couple	___	___	_____
Attend movies as a couple	___	___	_____
Attend movies in a double date	___	___	_____
Have "home dates" as a couple	___	___	_____
Have "home dates" as a double date	___	___	_____
Other _____			
_____	___	___	_____

What is your own real preference about whether or not to date and what kind of date ot have, if any? What are your reasons?

(Processing the survey results)

Number of students responding_____

Number who date_____Percentage_____

Number who have each type of date: 1_____2_____etc.

--Follow with class discussion of the advantages/disadvantages of dates, types of dates, negotiating with partner about what to do on dates, establishing comfort levels, how to remain datable.

--Compare this survey with practices in the 1950's, 1960's or ask parents or older adults to take the survey and compare data with 1980's.

Note: Document 8-2, Dating Customs Survey, may be reproduced by teachers for use in connection with their own family life and sex èducation classes. On each reproduction the following copyright notice must be given: © 1969 by Harcourt, Brace & World, Inc.

FF.

THE RULES OF THE GAME

A young adolescent's entry into the difficulties of dating and other activities with the opposite sex can be a difficult experience for both parent and child. In one sense, their objectives and expectations for this enterprise are similar, both the adolescent and his parents want the adolescent to develop social competencies that will contribute to his overall adjustment and maturity. However, when it becomes necessary to spell out just what these goals mean and what specific types of experiences are needed to achieve them, the agreement ends. The parent emphasizes the development of skills that will lead to successful courtship and marriage at some future time, the adolescent emphasizes the development of "cool" (or whatever the current term may be) and skills for future adventures. The adolescent lacks the long-range view of the parent, and the parent lacks an understanding of the importance of current modes of behavior within the adolescent society. The disagreements are most apparent between individual parents and their teenage children when specific issues are involved. Very often groups of parents or groups of teenagers can collectively develop and express much more reasonable views than can individuals. This example calls for the development of a code of behavior for dating among junior high students.

CONCEPT

Adolescent dating activities and other heterosexual social activities typically serve important functions in the process of personality development.

STUDENTS

This example was developed for eighth-grade co-ed students with average academic ability and socioeconomic status; however, with modifications it may be applied to any secondary grade.

TECHNIQUE
Committee Work

One of the immediate objectives of any unit on teenage dating is to encourage the acceptance of reasonable standards of behavior for social activities of various kinds. These standards will be much more acceptable to adolescents if they are developed by their peers rather than imposed upon them by adults. Therefore, it becomes quite logical to select a group of mature students who have some status among their age-mates and to provide them with the opportunity to work seriously on this task. A project of this type could be conducted within a single classroom group or throughout all the health classes of a particular grade level; in an activity that goes beyond the concept of a classroom teaching technique, a school-wide committee can be used. The following suggestions illustrate one generally useful approach at the classroom level:

1. The committee should be appointed and started early in the unit that includes a study of dating procedures, but not before some introductory information on this topic has been presented. Students need to get some idea of the scope of the topic before they are asked to volunteer for a project related to it; an early start is needed if the committee is to finish its work and report to the class before the end of the unit.

2. Two of the most common ways to establish a committee of this type are (a) teacher selection from among those who volunteer, and (b) a classroom election. Both procedures have their advantages and disadvantages; the choice should be determined by local factors. In any case, work for the selection of committee members who are generally popular with their classmates reasonable in their judgment, and relatively mature in their social development. Although it will seldom be possible to have every committee member meet these criteria, they represent practical goals for the collective nature of the committee.

3. Four to eight students usually represent the best committee size for effective work; membership should be divided equally among the sexes.

4. The committee should receive some help in arranging its meetings. In some modern schools these meetings might take place during class time in special conference rooms that adjoin the classroom or form part of the library complex. Homeroom or activity periods are often a good possibility; some groups may decide to meet in the classroom before or after school.

5. The first order of business should be the election of a chairman and, in most cases, a recording secretary. The next step consists of outlining the scope of their assignment, that is, spelling out specifically what they plan to accomplish. Typical subtopics for their report might include acceptable age ranges for dating, activities while on dates, days of the week and time of the day for dating, transportation arrangements, dating patterns (going steady, double-dating, and so on), and the parent's role in supervision and chaperoning.

6. Once the task is accurately defined, a plan for gathering pertinent information needs to be established. The committee should secure some guidance from the teacher for this task. Appropriate sources include (a) magazine articles, (b) booklets designed for the teenager, (c) interviews with parents, (d) interviews of older students, (e) surveys of peer opinion, and (f) a review of similar codes of other schools.

7. Once the committee has gathered its information, it should prepare a report for presentation to the class. During this presentation the report should be thoroughly discussed; also modifications when needed should be made on the basis of majority opinion.

8. Further use of the resulting code should depend upon its quality and the nature of the school situation in which it was developed. Even if the project terminates with the class report, the students will have benefited a good deal through their participation in its development. Other possible uses would include its presentation to other classes for their consideration or to a student government group as a possible stimulus for school-wide action on this issue.

Read, D./Greene, W. Creative Teaching in Health, 3rd ed. New York, MacMillan Publishing Company, 1980.

GG.

TIPS FOR ROLE PLAYING

Role playing is the temporary assumption of a new identity in a "laboratory" or "practice" situation. It is important to try to feel like, act like, and talk like the person whose role you are playing. Be that person as completely as you are able. Take a few minutes to decide some minimal characteristics of the person you are portraying (if a description was not given to you), decide on an assumed name, and put on a name tag. Do not try to decide in advance what to say or do. You will learn more, and the role playing will be more real, if you react spontaneously to the situation. Try to "be" the person you are playing. Get inside that person's feelings.

Sometimes people feel hesitant to play a role for which they have no background of experience (a man playing a woman, for instance). Such persons may say, "I can't play this role...I've never been a woman...it's unreal." But unreality is precisely the reason for role playing--the opportunity to don a "new identity," without the security of familiarity.

It is generally easier to role play if you focus only on the people involved in the situation, and ignore the spectators. The observers can make it easier for you to concentrate on your role if they refrain from laughing or gestures or comments until the role playing is finished.

At the end of the role playing, it is often useful to stay in your role. Use the name you assumed for the role, and talk with other role player(s), each of you speaking in the first person. Don't lapse into third-person references to the characters you were playing. Stay in role.

Tips for Class Members

Don't distract the players by comments, gestures, or laughter.

Identify with one of the players--think of alternative ways you might respond to that situation.

Concentrate on relevant implications.

Focus on the content of the socio-drama.

Adapted from: E.S. Morrison and M.U. Price, Values in Sexuality, New York: Hart Publishing Co., 1974.

HH.

ROLE PLAY METHOD (SOCIO-DRAMA)

With this method students are given a situation and assigned to the required roles. They formulate their lines as they go along, based upon their own ideas of how each character would act in the situation and what other characters say in their roles. Give the students one to two minutes to get a feel for the part and plan an approach, but not what to say. Evaluations may be done by the students in class using a written form or through class discussion with the facilitator using key questions.

Role Play Method

Advantages

Teacher

1. Receives immediate, spontaneous feedback from the participants and the class (oral or written form).
2. Learns more about student attitudes and interpersonal relationships.
3. Tends to have more relaxed atmosphere for following discussion.
4. Can provide a contrived purposeful activity.
5. Observes student reactions and feelings.

Student

1. Has opportunity to be creative
2. Tends to enjoy participating as well as seeing others' interpretations.
3. Tends to become emotionally involved in situation.
4. Has opportunity to hear opposing views.
5. Develops confidence in talking in front of a group.
6. Has opportunity to express emotions and feelings.
7. Can develop empathy for others.

Disadvantages

Teacher

1. Needs to structure situations that are applicable to student lives.
2. Needs skill to extract learnings.
3. Has no way of knowing how the role play will develop.
4. May have difficulty evaluating.
5. Must be cautious when dealing with controversial topics.

Student

1. May, if timid, hesitate to become involved.
2. May be unaware of purpose and/or meaning.
3. Who is aggressive may get to participate constantly.
4. May be bored if the situation is not well done.
5. May be ridiculed by viewers causing a mental health dilemma.

General

1. It is student centered.

2. Role playing holds the attention of students.

General

1. It is time consuming.

2. Relatively few can participate.

This method can be extremely effective in a variety of areas. It is usually considered for use with concepts relating to family life, social or emotional health situations. But, imaginative facilitators have found that role playing can be of value when applied to growth and development, to utilization or health products, and even to disease and environment. In these instances, role players are the body or body part, the health product, the disease, or the pollutant. Be sure to use situations that are "clear cut" and "real" to the students and appropriate for their peer group and grade level. Selecting role play situations that the are experiencing or likely to experience is crucial to success.

Adapted from G.D. Scott and M.V. Carlo, On Becoming a Health Educator, 2nd Ed., (Dubuque, Iowa: W. C. Brown Co., 1979).

JJ.

POSSIBLE DISCUSSION QUESTIONS FOR SOCIO-DRAMA

I. For Role Players

a. How did you feel in the role of_____?
b. Did you feel you were really communicating?
c. Do you feel something positive will occur as a result of your interaction?

II. For Class Members

a. How were you feeling during the role playing?
b. How would you have portrayed_____?
c. In what other ways might this situation be approached? What alternatives can you think of? Can you think of any other responses to this situation? Now or later?
d. How might this situation work out in real life? Were you ever in this situation? How did you respond?
e. Do you think your family might react in the way portrayed?
f. Does what you would like to do match how you feel now about the role-play situation? How do the actions you'd like to make differ from your feelings?
g. Do you find yourself being less "liberal" when people younger/older than you are involved?
h. Did any sterotypical reactions emerge?
i. What behavior of your own did you feel helpful in responding to this situation?
j. How can we become more responsible to ourselves and others?
k. What did we learn about ourselves, peers, parents and/or society from this role play? Were your feelings affected by the behavior that the people exhibited in the role play?
l. "I discovered that I_____"
"I noticed that I_____"
"I relearned that _____"
"I was pleased that_____"
"I found out that_____"

Note: Select those questions that may be appropriate or design questions for your specific situation to be acted out.

Adapted from: E.S. Morrison and M.U. Price, Values in Sexuality, Hart Publishing Co., 1974.

KK.

SOCIO-DRAMA CLASS EVALUATION FORM

Title of Socio-drama _____

Date _____

Directions: Please evaluate the socio-drama presented by placing a check in the column you think is appropriate for each statement.

Evaluative Statement	Agree	Disagree
1. Situation was appropriate to our peer group.		
2. Players approached roles creatively.		
3. Held interest of class.		
4. Voices carried well.		
5. Good ideas offered for follow-up discussion.		
6. Comments or suggestions:		

Adapted from: G.D. Scott and M.W. Carlo, On Becoming a Health Educator, 2nd Ed., Dubuque, Iowa: Wm. C. Brown Co., 1979

LL. COMMUNITY BUILDING

Have students place their name in the center of a 5 x 3 card. Tell them the information will be shared. Instruct them to place in the upper left hand side, two things they value; on the upper right hand side, three things they like to do; on the lower left hand side, four personality traits that expresses their sexuality; lower right hand side, five ways sexual expression relates to one's total well-being. Form groups of four/five and share information. After ten minutes ask groups to share what they chose to with the class. Discuss feelings, reactions, and how sexual expression is a manifestation of our total personality and perfectly natural.

MM. BABY X (Synopsis)

Baby X is the story of a "Secret Scientific Xperiment" in which the parents and the "smartest scientist" cooperate to raise a child which is, publicly at least, neither male or female. The parents are expected to raise and react to the child without sex role stereotyping and in the process friends and family are upset, toy store operators puzzled, and finally school has to be faced. Because X does not fit into teachers', parents' and peers' preconceived notions of "boy" or "girl", X must deal with a certain amount of teasing and opposition in order to be able to play with blocks and in the playhouse corner. Parental pressure to conform forces the school psychiatrist to examine X who is named by the psychiatrist as "the least mixed-up child I've ever Xamined". Sex role barriers start to crumble, and soon there is a new member of the family -- Baby Y!

BIBLIOGRAPHY

ADOLESCENCE IN THE LIFE CYCLE: PSYCHOLOGICAL CHANGE AND SOCIAL CONTEXT. Sigmund E. Dragastin and Glen H. Elder, jr., eds. Washington, D.C., Hemisphere Publishing, 1975.

THE ART OF LOVING. Erich Fromm. New York, Harper & Row, 1956.

AS BOYS BECOME MEN: LEARNING NEW MALE ROLES. Doug Thompson. Denver, CO., Institute for Equality in Education, 1980.

ASSERTING YOURSELF: A PRACTICAL GUIDE FOR POSITIVE CHANGE. Sharon Anthony Bower and Gordon H. Bower. Boston, Addison-Wesley, 1976.

BECOMING A SEXUAL PERSON. Robert Francoeur. New Yorm Wiley, 1982.

BEING A MAN: A UNIT OF INSTRUCTIONAL ACTIVITIES ON MALE ROLE STEREOTYPING. David Sadker. Washington, D.C., Resource Center on Sex Roles in Education, n.d.

BETWEEN TEACHER AND CHILD. Haim Ginott. New York, MacMillan, 1970.

BOYS AND SEX. Wardell B. Pomeroy. New York, Delacorte, 1968.

BREAKING THE SEX-ROLE BARRIER. Robert H. Loeb and Vidal S. Clay. New York, Franklin Watts, 1977.

THE CURSE: A CULTURAL HISTORY OF MENSTRUATION. Janice Delaney and others. New York, Dutton, 1976.

EDUCATION FOR PARENTHOOD: A PROGRAM, CURRICULUM AND EVALUATION GUIDE. Larry A. Morris, ed. Washington, D.C., U.S. Dept. of Health, Education and Welfare, Office of Human Development Services, 1977.

ELEVEN MILLION TENNAGERS: WHAT CAN BE DONE ABOUT THE EPIDEMIC OF ADOLESCENT PREGNANCIES IN THE UNITED STATES. New York, Alan Buttmacher Institute, 1976.

FACTS ABOUT SEX FOR TODAY'S YOUTH. Sol Gordon. New York, John Day, 1973.

FAIR PLAY: DEVELOPING SELF-CONCEPT AND DECISION-MAKING IN THE MIDDLE SCHOOL. Byron G. Massialas. Newton, MA., Education Development Center, 1983.

FAMILY LIFE EDUCATION CURRICULUM GUIDELINES. I., Overview and rationale; II., Program implementation and suggested curriculum; III., Source of information and materials. Trenton, NJ., Department of Education, 1981.

FAMILY LIFE AND SEXUALITY EDUCATION: BIBLIOGRAPHY OF BOOKS AND FILMS. Hudson Falls, NY., Washington-Warren-Hamilton-Essex BOCES, 1981.

FAMILY LIFE/HUMAN SEXUALITY EDUCATION: A PROGRAM PLANNING GUIDE FOR SCHOOL DISTRICT ADMINISTRATORS. Albany, NY State Department of Education, Bureau of School Health Education and Services, 1981.

GROWING UP PUERTO RICAN. Paulette Cooper, ed. New York, New American Library, 1972.

HE & SHE: HOW CHILDREN DEVELOP THEIR SEX ROLE IDENTITY. Jeanne Brooks-Gunn and Wendy Schempp Matthews. Englewood Cliffs, NJ., Prentice-Hall, 1979.

HEALTH EDUCATION: A PROCESS FOR HUMAN EFFECTIVENESS. D.A. Bedworth. New York, Harper & Row, 1978.

HEALTH EDUCATION: THE SEARCH FOR VALUES. D. Read and others. Englewood Cliffs, NJ., Prentice-Hall, 1977.

HEALTH EDUCATION IN SECONDARY SCHOOLS. C. Mayshark and R. Foster. St. Louis, MO., C.V. Mosby, 1972.

HEALTH GAMES STUDENTS PLAY. R. Engs. Dubuque, IA., Kendall Hunt, 1975.

HEALTH IN ELEMENTARY SCHOOLS. H. Cornacchia and W. Stanton. St. Louis, MO., C.V. Mosby, 1979.

HEALTH TEACHING IN SECONDARY SCHOOLS. Carl Willgoose. Philadelphia, W.B. Saunders, 1977.

HIGH SCHOOL SEXUALITY: A TEACHING GUIDE. Portland, OR., Women's Educational Project, n.d.

HUMAN SEXUALITY. Morton G. Marmatz and Melinda Novak. New York, Harper and Row, 1983.

HUMAN SEXUALITY. William Masters and others. Boston, Little Brown, 1982.

HUMAN SEXUALITY. Spencer A. Rathus. New York, Holt Rinehart & Winston, 1983.

HUMAN SEXUALITY: A SELECTED BIBLIOGRAPHY FOR PROFESSIONALS. New York, SIECUS, 1980.

HUMAN SEXUALITY: BOOKS FOR EVERYONE. New York, SIECUS, 1978.

HUMAN VALUES IN THE CLASSROOM: A HANDBOOK FOR TEACHERS. R.I. Hawley. New York, Hart Publishing Company, 1975.

INTRODUCTION TO FAMILY LIFE AND SEX EDUCATION. Rose M. Somerville. Englewood Cliffs, NJ., Prentice-Hall, 1972.

INTRODUCTORY HEALTH: A VITAL ISSUE. John A. Sinacore. New York, MacMillan, 1975.

THE KIDS' OWN XYZ OF LOVE AND SEX. Siv Widerberg. New York, Stein and Day, 1973.

LEARNING ABOUT SEX: THE CONTEMPORARY GUIDE FOR YOUNG ADULTS. G.T. Kelly. Baron's Education Series, 1977.

LEARNING, FEELING, DOING. G. Scott and M. Carlo. Englewood Cliffs, NJ., Prentice-Hall, 1977.

LIFE SKILLS FOR HEALTH: FOCUS ON MENTAL HEALTH. Grades 7-9, 10-12. Robert Frye and Peggy Rockness. Raleigh, NC., North Carolina Dept. of Public Instruction, Division of Health, Safety and Physical Education, 1974.

LOVE. Leo Buscaglia. New York, Fawcett Crest Books, 1972.

LOVE AND SEX IN PLAIN LANGUAGE. Revised edition. Eric W. Johnson. New York, Bantam, 1973.

MASCULINITY AND FEMININITY. Benjamin F. Miller and others. Boston, Houghton Mifflin, 1976.

ON BECOMING A HEALTH EDUCATOR, 2nd edition. G. Scott and M. Carlo. Dubuque, IA., William C. Brown, 1979.

ON DEATH AND DYING. Elisabeth Kübler-Ross. New York, Macmillan, 1969.

OUR BODIES, OURSELVES: A BOOK BY AND FOR WOMEN, 2nd edition. Women's Health Book Collective. New York, Simon & Schuster, 1976.

PREGNANT BY MISTAKE: THE STORIES OF SEVENTEEN WOMEN. Katrina Maxtone-Graham. New York, Liveright, 1973.

RESOURCE LIST, FAMILY LIFE EDUCATION PROGRAM. Albany, NY., State Dept. of Education, Bureau of School Health Education and Services, 1981.

"SEX EDUCATION IN THE PUBLIC SCHOOLS." Journal of School Health, 1981 (Apr.), 51:4,203-316.

THE SEXUAL ADOLESCENT: COMMUNICATING WITH TEENAGERS ABOUT SEX. Sol Gordon. North Scituate, MA., Duxbury Press, 1973.

SINGLE AND PREGNANT. Ruth I. Pierce. Boston, Beacon Press, 1970.

STRAIGHT TALK ABOUT LOVE AND SEX FOR TEENAGERS. Jane Burgess-Kohn. Boston, Beacon Press, 1979.

TEACHER EFFECTIVENESS TRAINING. Thomas Gordon. New York, Peter Wyden, 1974.

TEACHING HEALTH EDUCATION IN THE ELEMENTARY SCHOOL. R. Engs and M. Wantz. Boston, Houghton Mifflin, 1978.

TEACHING TODAY'S HEALTH. David J. Anspaugh and others. Columbia, OH., Merrill, 1983.

THE TEENAGE BODY BOOK. Charles Wibbelsman and Kathy McCoy. New York, Pocket Books, 1978.

TEENAGE PREGNANCY. Washington, D.C., National Commission on the Observance of International Women's Year, 1977.

UNDERSTANDING HUMAN SEXUALITY: TEACHING MODULES FOR EDUCATORS. Andrea Parrot Eggleston and Nancie Connolly. Ithaca, NY., Cornell University, College of Human Ecology, 1980.

VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS. S. Simon and others. New York, Hart Publishing, 1978.

VALUES IN SEXUALITY: A NEW APPROACH TO SEX EDUCATION. Eleanor S. Morrison and Mila Underhill Price. New York, Hart Publishing, 1974.

WHAT BOYS WANT TO KNOW ABOUT GIRLS. Joan Horvath. New York, Thomas Nelson, 1976.

WHO ARE YOU? A TEENAGER'S GUIDE TO SELF-UNDERSTANDING. Elizabeth McGough. New York, Morrow, 1976.

WHY AM I SO MISERABLE IF THESE ARE THE BEST YEARS OF MY LIFE. Andrea Boroff Eagan. New York, J.B. Lippincott, 1976.

WINNING THE BATTLE FOR SEX EDUCATION. Irving R. Dickman. New York, SIECUS, 1982.

YOU: THE PSYCHOLOGY OF SURVIVING AND ENHANCING YOUR SOCIAL LIFE, LOVE LIFE, SCHOOL LIFE, WORK LIFE, HOME LIFE, EMOTIONAL LIFE, CREATIVE LIFE, SPIRITAL LIFE, STYLE OF LIFE, LIFE. Sol Gordon and Roger Conant. New York, Quadrangle/New York Times Book Co., 1975.

YOUNG GIRLS: A PORTRAIT OF ADOLESCENCE Gisela Konopka. Englewood Cliffs, NJ., Prentice-Hall, 1976.

AUDIOVISUAL MATERIALS

AMERICAN MAN: TRADITION & CHANGE. Butterick Publishing, 1976. filmstrips. The problems of sex role stereotyping are examined as they affect men in the U.S.; interviews with adult and student males reflect changing roles.

AMERICAN WOMAN: NEW OPPORTUNITIES. Butterick Publishing, 1976. filmstrips. These filmstrips explore the roles, aspirations and experiences of women today. Women of differing backgrounds and job experience talk about their lives and work.

ANATOMY AND ATTITUDES: UNDERSTANDING SEXUALITY. Sunburst, 1981. filmstrip. Healthy attitudes toward sexuality can result when teens are accurately informed about sexual anatomy and physiology.

AND THEY LIVED HAPPILY EVER AFTER. National Film Board of Canada, 1974. 16 mm. film. 13 minutes. Discussion of some of the consequences of marriage, such as lack of privacy, children, possibilities of divorce and separation.

AND THEY LIVED HAPPILY EVER AFTER? UNDERSTANDING TEENAGE MARRIAGE. Guidance Associates, 1982. filmstrip. Presents a series of documentary-style statements by a variety of teenagers about why they are getting married and what they expect to happen because of it.

BREAKING OUT OF THE DOLL'S HOUSE. Learning Corporation of America, 1975. 16 mm. ilm. 30 minutes. This edited version of a television production of Henrik bsen's "The Doll's House" can be used in literature, history, and sociology classes.

CAUTION: MEN WORKING. Colby, Sands & Associates, 1978. slides. 18 minutes. This slide show discusses three major male values - perform, provide and protect - and how they affect men's roles, health and relationships, generally to the detriment of the male.

DATING: COPING WITH THE PRESSURES. Sunburst, 1982. filmstrips. Discusses common concerns of teenagers such as dating readiness and achieving realistic expectations for the dating relationship.

DATING AND SEX: VALUES, ATTITUDES AND BEHAVIOR. Guidance Associates, 1979. filmstrip. Discusses emotional and social problems when dealing with opposite sex; includes "double standard".

DIFFERENT FOLKS (SEX ROLE IDENTIFICATION). Agency for Instructional Television, n.d. 16 mm. film. 15 minutes. Shows a family in which major roles have been reversed; the father is the homemaker and the mother the outside worker. It is designed to help junior high school students cope with changing sex roles within the family and culture.

DIVORCE/SEPARATION: MARRIAGES IN TROUBLE. Guidance Associates, 1977. filmstrips. This two-part filmstrip is designed for use in high school classrooms and focuses on divorce as an emotional process. Taped interviews provide students with personal views from other young people of the divorce process.

THE EIGHT STAGES OF HUMAN LIFE. 1, Prenatal to late childhood; 2, Adolescence to old age. Pleasantville, NY., Human Relations Media, 1980. filmstrips. Covers physical, mental and emotional development, transitions and problems of each age group.

FAMILY CRISES: WHEN PARENTS DIVORCE. Human Relations Media Center, 1976. slide carousels with cassettes. 24 minutes each. Designed to help teenagers identify, understand and cope with problems accompanying divorce, this show presents constructive ways in which teenagers can help themselves and their families during and after divorce.

THE FAMILY IN A CHANGING SOCIETY. Encyclopaedia Britannica Educational Corporation, 1978. filmstrips. Divided into Marriage, Parenthood and Working Parents, general information, statistics and trends are presented and then illustrated by case studies of actual couples; includes minorities.

THE FAMILY IN TRANSITION: Program III of the Family Life Series. Butterick Publication, 1976. filmstrips. 10 minutes each. Three segments with lessons and teacher's guide on divorce, aging and new lifestyles. An excellent exploration of new lifestyles, the role of women, and problems of aging.

FOUR PREGNANT TEENAGERS: FOUR DIFFERENT DECISIONS. Sunburst, 1982. filmstrip. Vignettes dramatize difficult decisions faced by unwed pregnant teenagers and force students to examine the four options available.

GIRLS AND BOYS: RIGHTS & ROLES. Guidance Associates, 1976. filmstrips. Designed to help adolescents reflect on and develop their ability to understand interpersonal relationships, this program discusses values, family life & social conceptualization.

THE GOOD MARRIAGE: IT DOESN'T JUST HAPPEN. Sunburst, 1978. filmstrips. The major changes in marriage and in the expectations of the spouses that have occurred over the past hundred years are examined: different values are also discussed.

HIS BABY, TOO!: PROBLEMS OF TEENAGE PREGNANCY. Sunburst, 1980. filmstrip. Focuses on the often-ignored rights and responsibilities of father-to-be as well as his obligations.

HOW DO I SEE MYSELF? Sunburst, 1978. filmstrips. This program helps students become aware of the influences which have shaped them, and to accept or change aspects of their self-image. Includes autobiographical models of well-known women and men, white and minority.

HUMAN SEXUALITY: THE LIFELONG EXPERIENCE. Sunburst, 1982. filmstrip. Shows how sexuality develops and the various ways it can be expressed during each stage of life.

HUMAN SEXUALITY AND THE LIFE CYCLE. Human Relations Media, n.d. filmstrip. Part 2 describes adolescent sexuality - sexual maturation and the appearance of secondary sex characteristics.

LIFESTYLES: OPTIONS FOR LIVING. Butterick Publishing, 1976. filmstrips. Elements of lifestyles are discussed including material, social, moral and aesthetic values; shows how changes occur throughout one's life cycle as well as the effect of social changes.

MAKING POINTS. Girls Clubs of America, 1980. 9 minutes. 16 mm. film. (Available from New Day Films, P.O. Box 315, Franklin Lakes, NJ. 07417.) This film features boys talking about sex roles and their expectations in life based on sex role stereotyping; watch for surprise ending!

MASCULINITY. Schloat Productions, 1976. filmstrips. This set explores concepts of masculinity and femininity through a general discussion, an enactment of a situation concerning sex roles, and a silent filmstrip of images.

MOTHERS AFTER DIVORCE. Polymorph Films, 1977. 16 mm. film. 20 minutes. Shows how different women and their children have coped with the aftermath of divorce, the pros & cons, and the different routes they have taken to restructure their lives.

OK TO SAY NO: THE CASE FOR WAITING. Sunburst, 1981. filmstrip. Uses the stories of three teenagers to present the case for delaying sexual activity.

PARENTHOOD: A SERIES, PREPARING FOR PARENTHOOD. Guidance Associates, 1977. filmstrips. 17 minutes each. This program discusses the changes children make in parents' lives, and the responsibilities, as well as the joys, involved in parenthood.

PASSAGES: CRITICAL STAGES OF HUMAN DEVELOPMENT. Guidance Associates, 1979. Two-part program deals with young adulthood and adulthood (Part I) and patterns of aging (Part 2) and shows how stereotypical and traditional behavior patterns are being changed.

SELF-CONCEPT: HOW I KNOW WHO I AM. Sunburst, 1981. filmstrip. Describes adolescence as a time when self-concept changes; positive self-esteem is crucial to healthy emotional growth.

SEXUAL MYTHS AND FACTS. Pleasantville Media, 1981. filmstrip. Corrects many of the popular myths about sexuality, and presents the facts.

SEXUAL VALUES: A MATTER OF RESPONSIBILITY. Sunburst, 1978. filmstrips. Emphasizing the importance of honest communication between partners, couples discuss their sexual values; contraception is presented as the responsibility of both partners, not just the female.

TEEN SEXUALITY: WHAT'S RIGHT FOR YOU? Perennial Education. 16 mm. film. Discussion of sexuality including such topics as moral values, birth control, myths and sex, and problem areas like pornography and homosexuality in a coeducational setting.

TEENAGE PREGNANCY AND PREVENTION. Human Relations Media, 1978. filmstrips. The problems, choices and solutions of teenage pregnancy are explored, including the myths and fantasies teenagers hold about the possibilities of becoming pregnant.

TEENAGE BIRTH CONTROL: WHY DOESN'T IT WORK? Sunburst, 1981. filmstrip. Discusses emotional and psychological motivations for teenagers taking chances with birth control.

TEENAGE SEX: HOW TO SET LIMITS. Pleasantville Media, 1981. filmstrip. Provides guidance to adolescents who need help in handling pressure to be sexually active.

A WEDDING IN THE FAMILY. New Day Films, n.d. 16 mm. film. 22 minutes. The participants in this wedding describe their feelings and attitudes to marriage, and their careers and life expectations. Good on sex roles and marriage in today's changing world.

WHEN TEENS GET PREGNANT. Polymorph Films, 1982. 16 mm. film. Real teenagers tell their stories about having and keeping their babies.

WHO YOU ARE AND WHAT YOU ARE: UNDERSTANDING SEX ROLES. Guidance Associates, 1982. filmstrip. Considers changes in sex roles during the past few years, and discusses two areas of development in teenagers - sexuality and personality.

YOU/ME/WE: MAKING MARRIAGE WORK. Guidance Associates, 1975. filmstrips. A discussion of the pioneering efforts in marriage relationships occurring today in which various couples discuss new roles and new marriage arrangements: childlessness, role exchange, divorce, inderdependence.

"YOU WOULD IF YOU LOVED ME"" MAKING DECISIONS ABOUT SEX. Guidance Associates, 1981. filmstrip. Encourages teenagers in an honest discussion of sexual attitudes, values and consequences and to examine how sex best fits in their lives.

EVALUATION

Evaluation procedures provide information for the teacher or facilitator (hereafter referred to as teacher) and the student to improve learning. For many it is relatively new to involve students in this process. However, student participation has many possibilities-a way of improving group interaction, a way of showing that their feelings are important, and a way of learning responsible behavior.

Favorable response can be expected when the teacher provides an opportunity for students both to express their feelings and to offer their ideas on how the course may be improved. It is important, however, to ask for open-ended responses: (I especially liked..., I shall always remember..., If I could change anything about this week in class it would be..., etc.). Concern needs to be directed also to gathering insight into affective domains. Statements to be considered would be: (I now feel...about this subject of..., If I were in that situation I would now..., I'm happy about..., Because I now view the topic of...so much differently, I feel..., etc.). The action domain may also be explored by using other statements: (As result of this course, I would now..., I liked the way I behaved about...because..., etc.). Other ideas may be found in the books listed in the bibliography.

The information that has just been shared has many advantages for use every few days or few weeks of the unit. This allows for improvements to be made during the course that will show genuine concern on the part of the teacher. Traditional final exams at the end of the course were formerly the only criteria for evaluation. However, this does not allow the instructor to observe or plan for continual improvement. Evaluation is a continuous process. In order to have comprehensive evaluation, student learning needs to be measured both during the course and at the course's completion. Both forms of evaluation are necessary in order to ascertain the extent to which the course's objectives have been met.

No single specific evaluation method meets all the criteria for appropriateness, reliability or validity. Many methods need to be considered- for example, several different objective tests, essay questions, open-end stories, critical-incident case studies as well as student-teacher conferences. Alternative testing methods (tape recorders, oral tests, etc.) need to be considered for students who are learning or physically disabled but who have been mainstreamed.

It is most inappropriate to continue to be concerned with cognitive facts transformed into questions like how many, what, where or when. Cognitive information can be evaluated with, for example, multiple choice questions that reflect the need for decision-making and analysis on the part of the learner. It is possible to be creative in test construction. Moreover it is imperative that concern focus not only on discovering the cognitive information that has been thoroughly digested, but also on whether the affective learning area has had an impact on student behavior.

Many suggestions are offered by some of the materials listed in the bibliography for evaluating humanistic learning. Using a humanistic approach to evaluation may be threatening to many traditional teachers, but once it has been tried, the response of students to this caring way of evaluating may convince the instructor of its appropriateness to these types of units.

For those teachers who may feel that they must ease into this kind of approach and wish to combine innovative and traditional ideas, Carl Willgoose offers excellent criteria for test construction. His discussion on pretesting is of special value (see Health Teaching in Secondary Schools). The results may not be evident immediately; patience and time are needed to see changes in attitudes, values and positive behaviors.

The ultimate success of any program in human sexuality/family life education is the contribution it makes to the eventual self-actualization of students, that enables them to recognize and practice responsible behavior and demonstrate a genuine concern for the needs and rights of others. The ideas presented in this resource guide represent a concerted effort to assist the instructor in attaining this success.